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ABSTRACT

This handbook provides information on procedures related to advising and general administrative functions at Barton County Community College (BCCC) in Kansas, in seven parts. Part I describes the philosophy, goals, and objectives guiding academic advising at BCCC and outlines student responsibilities and confidentiality concerns. Part II details campus policies and procedures related to enrollment and admissions, financial aid, business office functions, and assessment, while part III presents guidelines and strategies for performing such advising functions as advisement interviews, determining interview questions, handling upset students, interacting with physically-impaired students, and advising international students and non-native speakers of English. Part IV focuses on the advisement of coursework, highlighting the role and selection of advisors, advisor loads, interpretation of test scores, athletic advising, course waivers, degree and graduation requirements, using videocourses, a state-wide audio network, and academic suspension and probation. Part V provides a manual for using the advising computer program for enrollment, schedules, degree audit, course transfer, transfer equivalency, student ID, low grade reporting, satisfactory progress reports, financial aid, final grade reporting and confidentiality. The final section reviews such common advising processes as change of advisor and major, over-riding enrollments, adds and drops, tutor referral guidelines, final exams, and intent to graduate. Lists of programs and advisors, a glossary of terms, sample forms, and a directory of campus resources are appended. (KP)

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Reaching Goals Together

Barton County Community College
Advisement Handbook
1993

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STATEMENT

OF

PURPOSE

PHILOSOPHY OF ACADEMIC ADVISEMENT

The mission of academic advising at Barton County Community College is to assist students in utilizing all available resources and in planning a program of study designed to be consistent with their personal, educational, and career goals.

GOALS AND OBJECTIVES

In its quest for the successful advisement of students, BCCC may seek the following:

1. to provide a friendly, open environment which will foster self-exploration, self-awareness and self-evaluation thus enhancing a sense of personal identity. Students need to feel that their advisors are accessible with an open-door policy.

2. to encourage students to gather and to evaluate information as part of their entry/intake process, then make meaningful decisions based on their considerations of the information, alternatives, and personal values and goals. Advisors and students both need to focus on the students' academic standings from past experiences as well as their ACT and ASSET scores to determine appropriate coursework.

3. to assist students to explore the possible short- and long-range consequences of their choices and to facilitate students' recognition and acceptance of personal responsibility for

what happens to their lives. Advisors and students, therefore, must focus not just on a semester-by-semester plan but on a tentative college career plan that may encompass several years as well as what may or may not happen beyond college and training.

4. to assure that students' studies comprise a well conceived program consistent with their goals and natural strengths while providing the benefit of the advisors' expertise in a particular field. Consequently, advisors must work to match the students' programs with the students' goals.

5. to interpret the value of general education coursework integrated with the students' coursework.

6. to help students to recognize and to accept the reality of possible failure as well as success, thus helping them to develop a sense of confidence and maturity. Already BCCC advisors monitor many of their students through academic status reports and personal contact as well as following the recommendations of placement as determined by both ASSET scores and writing sample scores of students.

7. to counsel students in career choices and to inform them about the job market environment, thus assisting them in understanding the competition in the fields and expectations of employers.

8. to make the change of advisors and/or the change of majors as uncomplicated and as swift as possible without students feeling as though they are disrupting the processing system or personally rejecting particular advisors or coursework plans.

STUDENT ADVISEMENT AND ACHIEVEMENT RESPONSIBILITIES

All students have available to them qualified individuals for academic, personal, and social counseling. The Admissions Office assigns all full-time students on campus an advisor who is available for class scheduling as well as other conferences which they may request. Outreach, evening, and part-time on-campus students may request an advisor, but an advisor assignment is optional.

The final decisions of selected coursework is the responsibility of the student. For personal or social counseling, faculty advisors may refer a student to appropriate staff.

Regular attendance in class and laboratory sessions is an obligation assumed by each student at the time of registration. It is the student's responsibility to fulfill all the requirements of a course as prescribed by the instructor. If a class must be missed, arrangements should be made in advance with the instructor. Instructors have the responsibility to provide the opportunity for the student to make up in a reasonable and appropriate manner work missed for a college-related activity, verifiable illness, personal emergency, or death of a family member or close friend within the time frame established by the instructor.

Be responsible to utilize available resources
Gather ail relevent decision-making information
Accept the responsibility decisions
Responsibilities of the Advisee
Clarify personal goals and values
Assist the advisor in the decision-making process
Become knowledgeable about policies, procedures, and requirements

PROTECTION OF OFFICIAL RECORDS AND CONFIDENTIALITY

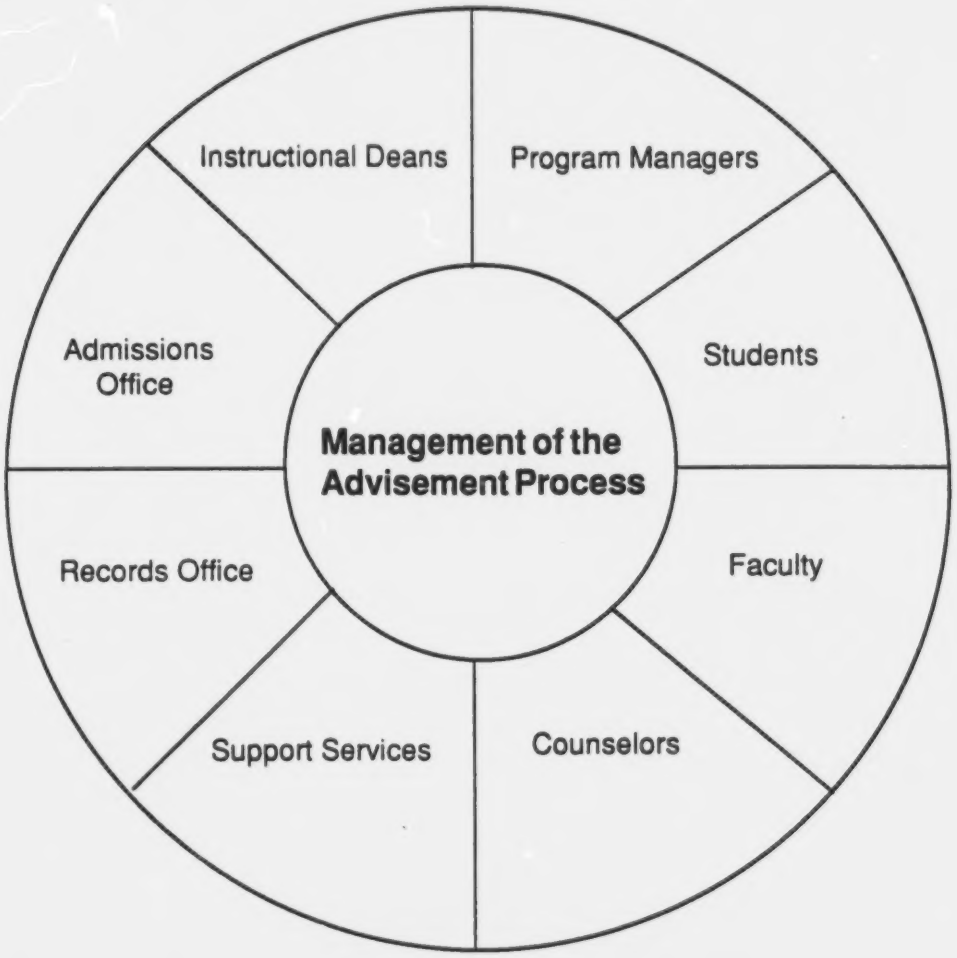
Official student record collection, maintenance, and dissemination practices will be according to the Family Educational Rights and Privacy Act of 1974. Specifically the statute governs (1) access to records maintained by certain educational institutions and agencies, and (2) the release of such records. In brief, the statute provides: that such institutions must provide for parents of a student, if the student is less than eighteen years of age, or to a student, if a student is eighteen years of age or more, access to official records directly related to the student and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate; that institutions must obtain the written consent of parents or students (if eighteen years or more) personally identifiable data about students from records to other than a specified list of exceptions; that parents and students must be notified of these rights; that these rights transfer to students at certain points (18 years of age -- age of majority) and a review board under the Health, Education and Welfare Department will be established to investigate and adjudicate complaints of this law.

The College will adhere to specific guidelines to reflect a reasonable balance between the obligation of the institution for the growth and welfare of the students and its responsibility to society.

Transcripts of educational record will contain only information about academic status, except that disciplinary action which affects students' eligibility to re-register will be recorded. In accordance, the College will make every endeavor to keep each student record confidential and out the hands of those who would use it for other than legitimate purposes. All members of the faculty, administration, and clerical staff will respect the confidential information about students which they acquire in the course to their work. At the same time, the institution will be flexible enough in its policies not to hinder students, the institution or the community it its legitimate pursuits.

For specific guidelines for the release of student information, consult the ***Catalog of Courses and General Information.***

ENROLLMENT



CAMPUS INTRODUCTIONS AND INTERVIEWS

RECRUITERS

The Admissions Office maintains an organized and aggressive recruitment program. The Admissions personnel concentrate on the promotion of the educational opportunities available at BCCC and on the personal attention offered to students by faculty and staff. Representatives from the Admissions Office visit approximately 280 high schools throughout the year and attend college planning conferences as scheduled by the Kansas Association of Collegiate Registrars and Admissions Officers.

The representatives talk with prospective students and show a video produced on campus. The Admissions Office continues the contact with the prospective student with a series of letters and phone calls from various areas on campus including financial aid, housing, and activities. As the prospective students visit the campus, they meet with faculty from their interest areas. The

Admissions representatives strive to maintain a working relationship with the high school counselors in each of their regions.

Questions regarding recruitment may be directed to 792-9280 or x280 on campus and the Coordinator of Admissions, at 792-9241 or x241 on campus.

ADMISSIONS

Any student enrolling in an on-campus class must first complete an admissions application (see appendix for sample form) through the Admissions Office. The Admissions Office assigns faculty advisors to all full-time students. Students will visit with faculty advisors about degree programs, career opportunities and class schedules. During the summer, the Admissions Office continues to pre-enroll new students only for the faculty not available and to assure certain classes before they are filled.

INTERNATIONAL STUDENTS

International students are required to take the Test of English as a Foreign Language (TOEFL) if they do not come from an English speaking country. The required TOEFL score is 500, but conditional admissions may be allowed.

Faculty advise the international students within their major areas of study. The international athletes are advised by specific members of the coaching staff (see "Campus Resources" for specific names).

FALL AND SPRING ENROLLMENT

Each fall and spring semester, dates for pre-enrollment are announced through the "InterCom" and the ***Interrobang*** and posted throughout campus. Students are responsible for setting appointments with their advisors to plan their upcoming schedule. Advisors will then enter the specific data into the enrollment program of computer terminals in their offices.

Early enrolled students may pay all their tuition and fees at the time they early enroll by going over to the Business Office (located in the Administration Building) after they enroll. If students finalize and pay their total amount for tuition and fees at the time of early enrollment, they do not need to report for final registration. Final registration is usually scheduled for two days prior to the first day of classes.

Early enrolled students who do not finalize and pay their tuition and fees by August 6 will need to go to the Student Union on the day scheduled for final enrollment to finalize their semester enrollment. The following schedule lists times appropriate for students to finalize:

All workstudy students	8:00 - 9:00 a.m.
I through M	9:00 - 10:00
N through R	10:00 - 11:00
S through T	11:00 - 12:00
U through Z	1:00 - 2:00 p.m.

A through E	2:00 - 3:00
F through H	3:00 - 4:00
Evening students	6:00 - 8:00 p.m.

SUMMER ENROLLMENT

Early enrolled students for the summer term are encouraged to pay for all fees and tuition before final registration. If paid by May 25, students will not have to attend final registration. The procedures for payment of students' obligations for the summer session include full payment of tuition, fees, and books by the end of final registration. Housing fees must be paid in full for a semester or over three installment payments as stated in their housing contract. Students may purchase their books in the Bookstore from 7:30 a.m. to 4:00 p.m. Monday through Friday.

All students are required to pay for tuition and fees and books within the first week of classes. If payment has not been received within that time, the students will be dropped from all classes.

Payments include all scholarships, departmental awards, and student employment that is awarded to students. Students intending to pay for their education with Federal Aid (Pell Grants and Student Loans) must have received their Award Letters from the Financial Aid Office by final enrollment. If the Award Letter is not available by final enrollment, students will be responsible for payment of their educational expenses at that time. It is recommended that all students apply for financial aid no later than May 1. It is the student's responsibility to supply the necessary information to the Financial Aid Office in order for the College to award financial aid. The Financial Aid Office is located in the C-building and can be called at 792-9270 or x270 on campus.

Textbook purchases from the Bookstore will be required to be in cash which will include the above payment items. The Bookstore is located in the U-building and can be called at 792-9229 or x229 on campus.

FINANCIAL AID

Every year virtually hundreds of students rely on some aspect of financial aid to help meet their college expenses. Financial aid is designed to meet the difference between a student's expected contribution and the total cost of attending college. Financial aid is available to many students in the form of Pell Grants, Supplemental Grants, College Work-Study, Scholarships and Loans. The process of applying for and of receiving aid is complex requiring planning by students and their families. The Financial Aid Office is located on campus in the northeast section of the C-building and can be reached by calling 792-9270 or x270 on campus.

ELIGIBILITY

A student's selection to receive financial aid will be made without regard to age, sex, race, color, religion, national origin, or handicap. All students, traditional and non-traditional, are eligible to apply for aid. Students must be enrolled in at least six hours per semester and working toward a degree in order to be considered for financial aid. Students must also meet the Satisfactory Academic Progress Standards:

- A student's eligibility for financial aid will be evaluated on approved need, academic ability, number of hours enrolled, and available funds.

- All students must be enrolled in a program leading toward a degree or certificate.
- Full-time students, enrolled in twelve (12) credit hours or more, will be eligible to receive financial aid for a maximum of six semesters.
- Part-time students, enrolled in six to eleven (6 - 11) credit hours, will be eligible to receive financial aid for a maximum of ten semesters.
- Students who have previously attended a post-secondary educational institution must present financial aid transcripts from those institutions before any financial aid will be disbursed.
- Class attendance and satisfactory completion of assigned classwork will be evaluated as of the 20th day of classes. Students who have three (3) or more hours of unexcused absence and/or a grade of less than a C in any one class may not be eligible to receive financial aid until which time they have demonstrated satisfactory academic progress.

Students receiving financial aid will be evaluated at the end of each semester to determine if they have met the Satisfactory Academic Progress Standards for financial aid. Failure to meet these requirements will result in the student being placed on "Financial Aid Suspension."

DETERMINATION

Students who apply for federal aid must complete the Free Application for Federal Student Aid (FAFSA). This application, available at the Financial Aid Office or at area high school guidance offices, must be completed and submitted to the ACT Need Analysis Service. ACT will prepare a Student Aid Report (SAR) which will need to be submitted to the Financial Aid Office. This report provides the College with information on need and expected family contribution toward the cost of education.

SUBMISSIONS

Application for federal aid should be completed at least twelve weeks before the beginning of the term enrolled. An accurate SAR may be submitted to the Financial Aid Office at any time while enrolled; however, payment will be delayed. Students submitting late SAR's will be responsible for paying for their own tuition, fees and books, but will later be reimbursed by the Business Office if eligible for federal aid.

A Free Application for Federal Student Aid (FAFSA) must be completed each year as well as a scholarship application.

The priority date for consideration of scholarships is March 1. Students applying by this date will be given first opportunity to receive scholarships.

Questions regarding the completion of the financial statements should be directed at the staff of the Financial Aid Office or by calling 792-9270 or x270 on campus.

FEDERAL AID PROGRAMS

The following is a list of financial aid which the FAFSA determines eligibility. For detailed descriptions, students should visit the Financial Aid Office.

Pell Grants
Supplemental Educational Opportunity Grant (SEOG)
Perkins Loans (NDSL)
Nursing Loans
College Work Study
Stafford Loans
PLUS/SLS Loans

DISTRIBUTION

All student monies will be credited to any charges of tuition, fees, and campus housing if applicable. No money will be disbursed at enrollment. For further information see the "Business Office" section or call 792-9315 or X315 on campus.

SCHOLARSHIPS

Students must be enrolled full-time to be eligible for scholarships. The following is a list of various available scholarships which do not require the completion of the FAFSA. For detail descriptions, students should visit the Financial Aid Office.

These scholarships are offered by the College to recognize merit or a combination of merit and need:

Harms Presidential Scholarships
Board of Trustees Scholarships
Employees' Development Fund Scholarships
Foundation Academic Awards
GPA Scholarship
Performance Awards
Athletic, Danceline, Cheerleading and Cougarette Scholarships

For a complete listing of restricted and endowed scholarships, students should visit the Financial Aid Office.

SUSPENSION

A student who does not maintain a cumulative grade point average of 1.5 for 0 through 47 credit hours attempted will be placed on Financial Aid Suspension.

A student who does not maintain a cumulative grade point average of 2.0 for 48 through 64 credit hours attempted will be placed on Financial Aid Suspension.

A student who does not maintain a cumulative grade point average of 2.0 for over 64 credit hours

attempted will be placed on Financial Aid Suspension.

Students on Financial Aid Suspension must complete six credit hours during one semester at their own expense and maintain satisfactory academic progress to be reinstated for financial aid. Students should note that a 2.0 GPA is required to graduate; a 2.0 GPA is required for a Certificate of Completion.

APPEALS

A student on financial aid suspension may appeal the suspension by providing written documentation of mitigating circumstances (a letter from a physician in case of illness or death in the family or a letter from an attorney in case of divorce, etc.). It is the student's responsibility to appeal the suspension and obtain written documentation. A waiver may be granted by the Financial Aid Coordinator or the Dean of Student Affairs based on this information. A student denied a waiver may appeal to the Student Affairs Committee. Questions regarding this policy should be directed to the Financial Aid Office or by calling 792-9270 or x270 on campus.

VETERANS EDUCATIONAL BENEFITS

The College welcomes Veteran students to further their education with the assistance of their educational benefits. By furthering their education, they will become more of an asset to the community as a whole. Assistance is available through the Office of Veterans' Affairs to provide Veteran students with knowledge of their educational benefits.

The College provides the pamphlet, "Things to Know -- A Guide for Veteran Students," which explains eligibility requirements, a listing of required applications and verification certificates, payments, attendance checks, program status, etc. The brochure also provides an approximate schedule of certification and payments and payment timetables.

The Office of Veterans' Affairs at the College is located in A-135. Any questions concerning Veterans Administration policy and/or institutional policy regarding Veteran students should be directed to 792-9328 or x328 on campus or by calling the VA in Wichita at 1-800-827-1000.

BUSINESS OFFICE

TUITION AND FEES

For in-state students, the current rate for tuition (as of the spring 1993 semester) is $22 per credit hour and an additional $6 per credit hour for fees. To qualify for this rate, the student must have been a permanent Kansas resident for six (6) months.

Out of state tuition is $67.50 per credit hour, plus the additional $6 per hour for fees. This is currently the minimum rate set by the state.

There is no flat rate for tuition above a certain number of hours. In addition, there are special fees for specific classes as listed in the bulletin of classes each semester. All rates are subject to change.

PAYMENT AND BILLINGS

Students are ultimately responsible to see that their individual student accounts are paid, whatever the payment source may be. Housing payments are due according to the payment schedule shown in the housing contract based on either the single or installment plan. All payments for tuition and fees are due on or before final registration. Payments may be made at the Business Office of the A-building or at the appropriate temporary station in the U-building during final enrollment.

Students wishing to use financial aid to pay their bill must have their financial aid award letters from the Financial Aid Office in order to use it to apply to their billings. In order to obtain the award letters by this time, it is advised that students file their financial aid applications on or before May 1. If the award letters are not yet received, students will be required to pay the charges at the time of final enrollment. Financial aid will then be distributed to the students when the aid is awarded and transmitted.

Students who have made agreements to have their billings paid by a third party must have written documentation from the third party to present upon final enrollment. If payment, award letter, or third party documentation is not received by the end of the late enrollment period, students will be dropped from all classes. This process is normally completed by the end of the second week of classes for fall and spring and by the end of the first week of summer classes. Billings will not be mailed prior to this time. Students are responsible to obtain the amount of their charges by coming to final enrollment or contacting the Business Office directly or calling 792-9315 or x315 on campus.

FINANCIAL AID CHECKS

The first distribution of financial aid checks is as soon as the checks can be processed after the 20th day of classes. The Financial Aid Office verifies hours and enrollments after the 20th day and sends the information to the Business Office for processing of the checks. Normally the first run of checks is approximately the first week of October for the fall semester and the last part of February in the spring. There is no set date; however, notices will be put in place throughout

campus when the checks are ready. Departmental awards are not transmitted until approximately one week prior to the end of the semester.

STUDENT PAYROLL

Student payroll is run twice a month from September through December and from February through May. Pay dates are the 12th of the month for time worked from the 16th to the end of the month and the 27th of the month for time worked from the 1st of the month to the 15th. If pay dates fall on a holiday or the weekend, the pay date is the first working day preceding the holiday or weekend date.

Time sheets are generally due in the Business Office by noon on the second day after the end of the pay period. Work-study students should turn time sheets in to the Financial Aid Office with other students turning time sheets in to the Business Office. All required forms must be fully completed before any paycheck will be issued. It is the student's responsibility to make sure all the forms are completed and all time sheets are turned in on time. Time sheets turned in late will be paid on the next scheduled pay date.

Students with amounts due to the school will be required to apply at least 65% of their pay toward their accounts. Questions may be directed to the Business Office or by calling 792-9315 or x315 on campus.

BOOKSTORE

The bookstore, located in the upper level of the student union, is primarily a cash basis operation. The only exceptions are students on financial aid and/or third party status. Students on financial aid status must have an award letter issued by the Financial Aid Office in order to charge books against their financial aid. If no award letter has been received yet, students will be required to make cash payment for the books. Third party charges may be accepted only with written documentation from the third party.

A book buy-back is held at the end of each semester for students wishing to sell their used books. Only books that can be resold are purchased back from the students. Buy-back dates are published in the "InterCom" and the ***Interrobang.***

Questions can be directed to the bookstore at 792-9229 or x229 on campus, the Business Office at 792-9315 or x315 on campus, or to Financial Aid Office at 792-9270 or x270 on campus.

ASSESSMENT

Upon the completion of the Application for Enrollment, students are advised to complete the ASSET assessment as soon as possible. Since the portion scores determine course placement, the processed scores will be needed by advisors prior to enrollment of courses.

Students may secure a listing of scheduled test dates and make appointments in the Isbell M. Wesley Assessment Center located in the northeast corner of the library or by calling x363 or x101.

ACT ASSET

The ACT ASSET Student Success System is a locally-scored, success-oriented assessment and support program combining academic skill measures with immediate advising and placement services. Placement and advising services in the system are built on a combination of information about the student's educational background, plans, and needs as reported on a student profile sheet (see sample copy in appendix), and performance by the student on various measures. The ASSET instrumentation includes two parallel forms of each of the BASIC and ADVANCED measures, plus options for ADDITIONAL and CAREER measures, as listed:

BASIC Skill Measures
- Writing Skills (25 min)
- Numerical Skills (25 min)
- Reading Skills (25 min)

ADVANCED Math Measures
- Elementary Algebra (25 min)
- Intermediate Algebra (25 min)
- College Algebra (25 min)

ADDITIONAL Skills
- Up to five scores may be added locally, such as English essay, chemistry, ACT, or SAT.

Copies of student scores are forwarded to advisors who keep them on file or they may refer to the Degree Audit (scores located at the top of the screen between slash marks) for enrollment purposes and future reference. For an interpretation of scores and placement, see "Advisement of Coursework" section.

STRATEGIES

ADVISING INTERVIEWS

SUGGESTIONS FOR IMPROVING COMMUNICATION

1. **OPENING** - Greet students by name, be relaxed, warm. Open with a question, i.e., "How are things going?" or "How can I help?"

2. **PHRASING QUESTIONS** - Conversational flow will be cut off if questions are asked so that a "yes" or "no" reply is required. A good question might be, "What have you thought about taking next quarter?" or "What are some things that have made you think about business as a career?"

3. **OUT-TALKING THE STUDENT** - Good advising is effective listening. Listening is more than the absence of talking. Identify the fine shade of feelings behind the words.

4. **ACCEPTING THE STUDENT'S ATTITUDES AND FEELINGS** - A student may fear that the advisor will not approve of what he or she says. Advisors must convey their acceptance of these feelings and attitudes in a non-judgemental way. Cardinal principle: If the student thinks it is a problem, the advisor does too.

5. **CROSS-EXAMINING** - Do not fire questions at the student like a machine gun.

6. **SILENCE IN THE INTERVIEW** - Most people are embarrassed if no conversation is going on. The student may be groping for words or ideas.

7. **REFLECTING THE STUDENT'S FEELINGS** - Try to understand what the student is saying. For example, it is better to say, "You feel that professor is unfair to you" rather than "Everyone has trouble getting along with professors sometimes."

8. **ADMITTING YOUR IGNORANCE** - If a student asks a question regarding facts and you do not have the facts, admit it. Go to your resources for the information immediately or call the student back.

9. **SETTING LIMITS ON THE INTERVIEW** - It is better if the advisor and the student realize from the beginning that the interview last for a fixed length of time.

10. **ENDING THE INTERVIEW** - Once limits have been set, it is best to end the interview at the agreed time. A comfortable phrase might be, "Do you think we have done all we can for today?" or "Let's make another appointment so that we can go into this further."

INTERVIEWING QUESTIONS

Probing questions for helping undecided students to
become aware of the choice process and to initiate discussion

SELF EXPLORATION

- As far back as you can remember, what general occupational fields have you thought of?
- What subjects did you enjoy in high school? In what subjects were your best grades?
- Do you consider your strengths in the math/science areas or in the social sciences?
- What type of extracurricular activities did you take part in high school? Which were the most enjoyable? What did you learn about yourself from them?
- What are your best personal qualities? What do your friends like the most about you?
- What do you see as your limitations?
- Name the highest point in your life so far (your greatest accomplishment). What about the experience made it special?
- In what kind of work environment do you picture yourself in five years out of college?
- If you have a spare hour to use, what do you do?
- Why are you in college?
- What does a college degree mean to you?

ACADEMIC MAJOR/OCCUPATIONAL INFORMATION

-- What academic areas are you currently considering? What do you like about these areas?
-- What occupations are you considering? What about these occupations attract you?
-- How do your abilities and skills fit the tasks necessary to succeed in these areas?
-- Will these occupations provide the rewards and satisfactions you want for your life? Why?
-- What are the differences between/among the majors (occupations) you are tentatively considering? The similarities?
-- Who has influenced your ideas about these alternatives?

DECISION MAKING

-- Do you ever have trouble making decisions? Little ones? Important ones?
-- How do you generally go about making a decision. Describe the process.
-- What specific strategies do you use?
-- Do you use the same method for all types of decisions?
-- Would you describe yourself as a spontaneous or a systematic decision maker?
-- Do you make decisions by yourself or do you need other people's opinions first?
-- Are you feeling anxious about deciding about a major? Pressured?
-- How long do you think it will take you to make a decision? How long do you want it totake?

Prepared by Virginia Gordon, Ohio State University

HANDLING UPSET STUDENTS

A summary of principles for frequent review
by Nan Porter, Group Coordinator, WSU Counseling Center

Eight steps for maintaining self-esteem when dealing with upset and angry people:

1. Communicate confidence and composure by performing the following:
   - Face the person who is ventilating his/her anger hostility.
   - Keep a neutral facial expression and normal tone of voice.
   - Hold direct eye contact.
   - Maintain straight posture.

2. Diffuse anger by asking for information. It is difficult to sustain intense anger when giving information.

3. Send "I Messages" by making statements like the following:
   - "I know this is very upsetting, and I'm really sorry about it."
   - "Do I understand that someone gave you incorrect information?"
   - "I'll do everything I can to help you."

4. De-personalize the situation by reminding yourself of the following:
   - Most anger is directed at "The System" rather than a you personally.
   - As a representative of the system I can perform a "facilitative" function.
   - When I am facilitator, I can handle it!

5. Aim for a mutually agreed upon definition of the problem (when it is complex). Define the problem jointly and restate it to verify your understanding.

6. Describe several approaches to correct the situation if possible.

7. If all the alternatives are unacceptable, say "I'm very sorry. That's all I'm authorized to do" and offer to refer the person to the next level supervisor. (Resist the temptation to use this indiscriminately.)

8. Praise yourself for employing such excellent professional complaint-handling skills!

PHYSICALLY IMPAIRED STUDENTS

Tips for interacting with a wheelchair user:

- Do not automatically hold onto the wheelchair; it is part of that person's body space.
- Offer assistance if you wish, but don't insist. If you force assistance or give it unexpectedly, it can be unsafe.
- Be alert to architectural barriers when choosing a facility to visit or to use with a wheelchair user.
- If a conversation lasts more than a few moments, try to sit down to share eye level. It is uncomfortable for a seated person to look straight up for a long period.

Tips for interacting with a visually impaired person:

- Vision impairment does not always mean total blindness. Most so-called "blind" persons have some usable vision, but not enough to function normally without aid like Braille.
- If a blind person seems to need help, offer it. Identify yourself and make it clear that you are talking to him or her. If your help is accepted, don't push or pull; let the person take your arm and follow your body motion.
- Go ahead and use words like "see" and "look." There aren't reasonable substitutes.
- It may be tempting to pet a dog guide, but that dog has an important duty and should not be distracted from it.
- When you are leaving a blind person, say so.

Tips for interacting with a hearing-impaired person:

- Face the hard-of-hearing person directly and on the same level with him or her whenever possible.
- Reduce background noises when conversing. Turn off the radio or TV.
- Speak in a normal fashion without shouting. See that the light is not shining in the eyes of the hard-of-hearing person. If a person has difficulty understanding, find a different way of saying the same things, rather than repeating the original words over and over.
- Recognize that hard-of-hearing people hear and understand less well when they are tired or ill.
- Keep your hands away from your face while talking. If you are eating or smoking, etc., your speech will be difficult to understand.

- Never talk from another room. Be sure to get the person's attention before you begin speaking.

Prepared by the Regional Rehabilitation Research Institute on Attitudinal, Legal and Leisure barriers, Washington, D.C.

INTERNATIONAL STUDENTS

Whatever their educational backgrounds, most international students in the U.S. find certain aspects of the American system of higher education novel. The aspects to which they are most likely to have to make some adjustments are the following:

1. Having to select from among a number of possible courses rather than following a completely prescribed curriculum.

2. Being assigned an academic advisor rather than simply reading about courses that must be taken.

3. Specializing later rather than earlier in the undergraduate program and thus having to take courses outside one's area of interest in order to obtain a "liberal education."

4. Having to take objective type tests (such as true/false and multiple-choice) rather than, or in addition to, subjective type (essay) examinations.

5. Dealing with a sometimes complex system for registering for classes each term.

6. Having relatively frequent assignments and examinations or quizzes rather than being left to work more independently and at a leisurely pace.

7. Encountering classmates, especially at the freshman and sophomore levels, who seem ill-prepared for post-secondary work and not very highly motivated to succeed.

8. Being expected to raise questions and to participate in class discussions rather than sitting quietly and accepting the teacher's word on all matters.

9. Encountering competitiveness among students, especially in professional or graduate level classes.

10. Having to analyze and to synthesize the material to which they are exposed especially at the graduate level.

11. Having expected to use the library extensively.

12. Having a great deal of importance attached to grades.

13. Having to do what they might consider menial tasks in laboratory courses.

14. Being liable to punishment for activities deemed to constitute "cheating" or "plagiarism."

From ***The Handbook of Foreign Student Advising*** by Gary Althen

NON-NATIVE SPEAKERS OF ENGLISH

According to Elizabeth A. Usovicz, trying to communicate effectively with international students whose fluency in English is limited can be a most frustrating experience. While it is true that the student has the ultimate obligation to improve, the immediate objective -- to understand and to be understood -- is a shared task. The following strategies can help to make the process of communicating less frustrating for native and non-native speakers alike.

1. Speaking slowly and clearly, at least initially, is a great help. Often, students who have had limited exposure to English have heard only pronunciation tapes (or English teachers) and are unaccustomed to regional accents and conversational speed. They tend to listen for each word separately; consequently, the normal speed of a conversation and the running together of words may only communicate a garbled message to the student. Speaking slowly, clearly and evenly will help the student to develop an "ear" in English. On the other hand, volume, contrary to what might be believed, is actually more distracting than helpful in communicating with a non-native speaker.

2. Formal English is generally easier for the non-native speaker to understand than informal English. When a native speaker wants to clarify a point to another native speaker, he/she generally uses progressively more casual language. The contrary is true of the non-native speaker. Speaking more formally includes:

   A. Elimination of slang and informal expressions. For example, "That is not necessary," is easier to understand than "You don't have to do that."

   B. Limiting the use of two-word and three-word verbs (run into, get across, etc.). For ex ample, "I will organize that," is easier to understand than "I'll set it up."

   C. Using Latin-based root words in place of more casual choices. Latin-rooted words in English generally indicate a more formal or academic speaking style, and the non-native speaker is more likely to have studied a more formalized, generic form of English in his/her home country or intensive ESL program.

3. Use of the "understanding response" improves the chances of accurate communication on both speakers' parts. If vocabulary, grammar, or pronunciation deficiencies obscure what the student is trying to say, restating what the student seems to have been saying is helpful: "So, what you are saying is that you don't see any long-term solutions to this problem." The understanding response serves two purposes: it allows the native speaker to clarify what has been said, and it also reinforces a grammatically correct way to express the thought for the student.

4. Repeat ideas that have not been understood by the student, using equivalent neutral expressions. For example, if the statement, "You need to take that course" produces a blank look from the student, the idea could be restated as "That course is required for you," or "You are required to take that course."

5. Asking the student to summarize the conversation that has taken place can also help to determine if the student has understood. In Asian cultures, for example, a common conversational convention is a smile and a nod no matter if communication has resulted or not. A "yes" response from a student to a question such as "Is this clear to you now?" may

consequently indicate quite the contrary. Asking the student to restate the communication, therefore, serves as a check and can avert future frustrations and misunderstandings caused by assuming that the student has understood.

6. When possible, putting the communications with the student in written form enhances comprehension. In cases of limited proficiency, words that are spoken in the foreign language have an ephemeral quality for the student; they seem to disappear before their meaning can even be dealt with. While it may take time for the student to understand the written form as well, the tangibility of written communication is reassuring to the non-native speaker in the initial stages of exposure.

An important consideration in the use of any of these strategies is acceptance of the fact that communication with a non-native speaker is by nature more time-consuming than with a native speaker. Assuming an attitude of patience during the first attempts to communicate is thus crucial. A conservative estimate is that if a task or conversation requires ten minutes for a native speaker, fifteen to twenty minutes will be necessary for the limited proficiency non-native speaker to do the same. Patience is also needed in waiting for the non-native speaker to respond. Often, the student is trying to organize mentally a response in his/her first language, then translate that response into English, and verbalize the response to the listener. Rather than supplying the response for the student, waiting a few extra seconds can increase the student's confidence in his/her ability to function in English.

ADVISEMENT

OF

COURSEWORK

Advisement is a mutual two-fold relationship between the student and advisor
Advisement is an on-going process
The Role of the Advisor
(Commitment to shared responsibilities)
(Periodic contact and evaluation)
Advisement is concerned with the development of the "total self" of the student (academic, personal well-being, and life-long experiences)

ROLE OF ADVISORS

1. A mutual two-fold relationship between advisors and students must exist. This relationship requires a balance with the institution, the advisors, and the students who are all committed to share responsibilities and information.

2. Advisors and students also need to concern themselves with the "total self" or the personal well-being of the students. Together they must focus not only on the academic and career goals but also on the non-academic advising including the social, personal, and life-long experiences. Advisors may also assume the responsibility to present various options and information or to refer students to appropriate personnel with serious personal concerns.

3. Above all, the advising of students is an on-going process that requires time, energy and effort.

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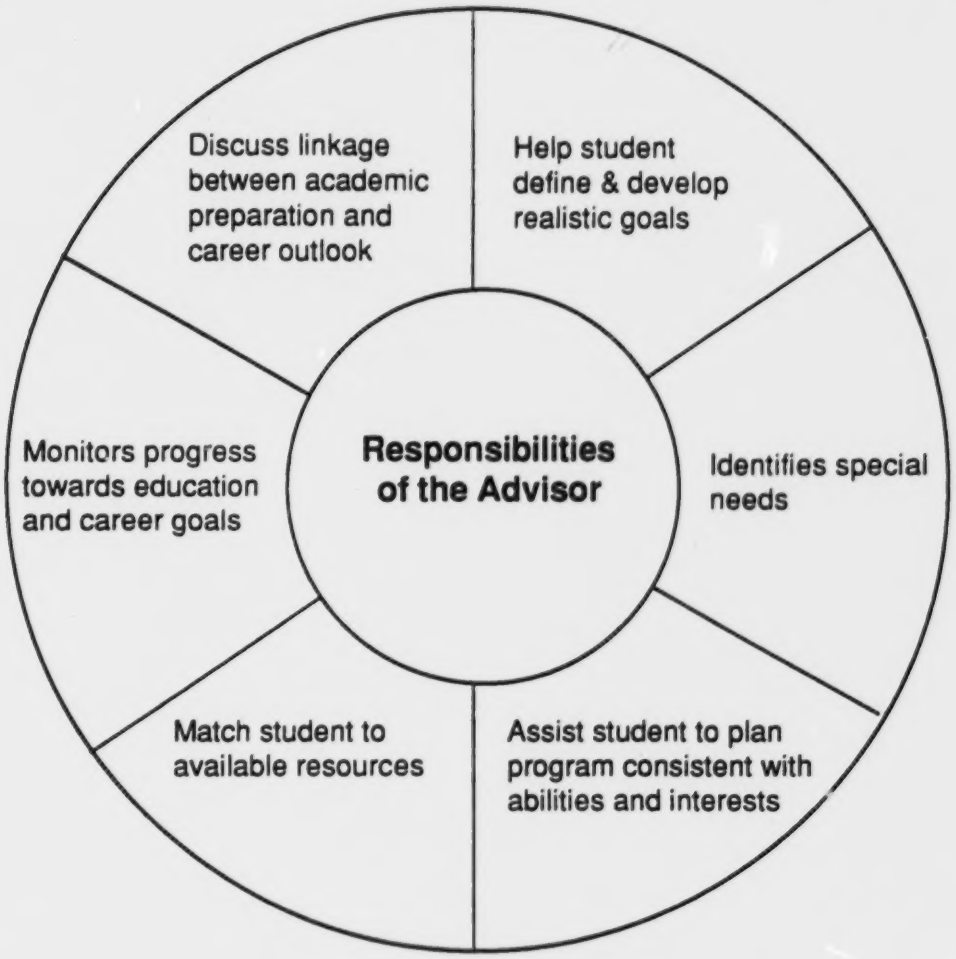
Discuss linkage between academic preparation and career outlook
Help student define & develop realistic goals
Monitors progress towards education and career goals
Responsibilities of the Advisor
Identifies special needs
Match student to available resources
Assist student to plan program consistent with abilities and interests

SELECTION OF ADVISORS

The selection of advisors is made through the chairpersons of each division. All recommendations for any changes, additions, and or deletions of faculty advisors should be directed to the immediate chairperson. It is the responsibility of the chairperson to notify the Assessment Center of any information that needs to be updated.

The lists of advisors and their areas will be updated by the Assessment Center with the assistance of the Admissions Office, the Registrar Office, and division chairpersons each semester. This updated information is used by the Admissions Office personnel who handle the initial meeting of each student who completes the admissions application. In addition, the personnel in the Registrar Office revises and coordinates student records for processing and generates an advisor/ advisee list update for numbers.

* See appendix for a complete listing of current advisors, their advisor numbers, and the programs they advise.

ADVISOR LOADS

Among the various responsibilities of faculty, the advisement of students requires dedication, consideration, respect, and time. In order to provide these services adequately, the number of students a faculty advisor counsels should not exceed twenty-five (25) students.
Through a coordinated effort among the offices of Admissions, Assessment, and the Registrar, a list of advisor loads will be generated and revised before and after enrollment. This revised list will be distributed throughout all departments to assure advisee distribution periodically throughout the semesters by the Registrar Office. If faculty advisors wish to add or to drop a particular major to their advisement assignments, then they will need to consult their division chairperson.

Some departments, however, do draw more majors than others, such as in the various areas of business. Those areas that are over-loaded with advisees occasionally will seek help from other faculty and departments. In addition, because of the influx of many undecided students, all faculty can advise in the area of Liberal Arts (see section on "Degree/Graduation Requirements".

INTERPRETATION OF ASSET SCORES

To assure success in a student's academic career, every student completes the required ASSET assessment test. Based upon a student's scores on the ASSET assessment, advisors recommend the placement in particular select English and mathematics courses, many of which are developmental in nature. Placement in these developmental courses will enable the student to benefit by beginning his/her college work at the following levels and to develop the skills necessary to achieve success in his/her pursuit of higher education. Developmental courses can not be used to fulfill graduation requirements, so special consideration must be taken by both student and advisor in developing long term academic goals and to meet time requirements for graduation.

All tests portions are administered frequently throughout each semester requiring a few hours time. Appointments can be made by calling the Isbell M. Wesley Assessment Center at (316) 792-9363, at x 101, or by visiting the north side of the library.

ENGLISH AND READING PLACEMENT

Even though the ASSET English portion covers English and reading, the English faculty requires that each student complete a writing sample test to all those enrolled in EN1194 Introductory Writing Skills and EN1204 English Composition I classes. The English faculty administers the writing sample test during the first full week of each semester. The essays are scored by faculty other than the instructor assigned. If a weakness in a student's writing ability is discovered, faculty may recommend that a student consider enrolling in one of the developmental courses in lieu of the current enrolled class.

WRITING COURSE PLACEMENT

SCORE	COURSE
23-28	EN1201 Developmental English Skills * - increases basic writing skills
29-37	EN1194 Introductory Writing Skills * - prepares to create effective sentences and paragraphs
38-54	EN1204 English Composition I * - provides writing direction as the standard transfer freshman composition course

READING PLACEMENT

SCORE	COURSE CHOICES
23-34	EN1108 Reading Improvement * - develops basic reading skills
35-42	EN1109 Reading Comprehension - helps building comprehension skills and to work on reading rate
43-53	EN1111 College Reading Skills - gains advanced reading skills

MATHEMATICS PLACEMENT

In addition to the English portion, each student completes the Numerical Skills Assessment. If his/her high school background includes one year of algebra, with or without geometry, then the student will complete the Elementary Algebra Assessment as well. Then, if his/her high school background includes two years of algebra, with or without geometry, then the student will complete both the Elementary Algebra Assessment and the Intermediate Algebra Assessment. Finally, if his/her high school background includes two years of algebra and trigonometry or advanced math, then the student will complete both the Intermediate Algebra Assessment and the College Algebra Assessment.

NUMERICAL SKILLS ASSESSMENT

SCORE	COURSE CHOICES
23-30	MA1805 Basic Math Skills * - one credit hour
31-32	DECISION ZONE
33-36	MA1811 Prep Math * - two credit hours

* required placement

37-39	DECISION ZONE
40-55	MA1821 Basic Algebra - reviews arithmetic, fundamental algebraic operations, factoring, algebraic fractions, linear and quadratic equations, exponents and radicals - three credit hours MA1823 Fundamentals of Mathematics - three credit hours MA1806 Technical Mathematics - three credit hours MG0726 Business Mathematics - three credit hours

ELEMENTARY ALGEBRA ASSESSMENT

SCORE	COURSE CHOICES
23-35	MA1821 Basic Algebra - reviews arithmetic, fundamental algebraic operations,factoring algebraic fractions, linear and quadratic equations, exponents and radicals - three credit hours
36-38	DECISION ZONE
39-55	MA1826 Intermediate and College Algebra - reviews elementary algebra and studies college algebra including sets, field properties, products and factoring, fractions, exponents and radicals, linear and fractional equations, functions and graphs systems of linear equations, determinants, quadratic equations, logarithms, higher degree equations, progressions, mathematical inductions, and binomial theorem as time permits - five credit hours

INTERMEDIATE ALGEBRA ASSESSMENT

SCORE	COURSE CHOICES
23-35	MA1821 Basic Algebra - reviews arithmetic, fundamental algebraic operations, factoring, algebraic fractions, linear and quadratic equations, exponents and radicals - three credit hours

36-38	DECISION ZONE
39-55	MA1828 College Algebra - studies equations and inequalities, systems of equations and inequalities, functions and graphs, introduces matrices and determinants, complex numbers, elements of theory of equations, mathematical induction and the binomial theorem - three credit hours

COLLEGE ALGEBRA ASSESSMENT

SCORE	COURSE CHOICES
23-37	MA1821 Basic Algebra - reviews arithmetic, fundamental algebraic operations, factoring, algebraic fractions, linear and quadratic equations, exponents and radicals - three credit hours
38-55	MA1832 Analytic Geometry and Calculus I - studies elementary analytic geometry, limits, differentiation and integration of polynomial exponential, and logarithmic functions - five credit hours MA1831 Business Calculus - studies differential and integral calculus with an emphasis on applications in the areas of business and economics - three credit hours MA1830 Trigonometry - studies trigonometric functions, identities, complex numbers, and solutions of triangles - three credit hours MA1829 Elements of Statistics - covers elementary descriptive statistics, probability, various distributions, confidence intervals, sampling methods, hypothesis testing, and correlation and regression - three credit hours BA0609 Business Statistics - introduces the basic concepts of statistics related to business and economics - three credit hours

ORIENTATION COURSES

All new full-time freshmen must complete three credit hours of orientation during their first calendar year as a student in order to enroll. Successful completion of this requirement is necessary for earning an associate's degree. Orientation is scheduled for two credit hours each fall semester and one credit hour each spring semester. Mandatory new student orientation reflects the college's commitment to a student's success and its adherence to federal financial aid guidelines. It is the student's responsibility to arrange orientation courses with his/her advisor.

Because many students lack a basic computer literacy prior to their enrollments, computer literacy instruction has been incorporated into orientation coursework. This course is developed and offered for an eleven week period during the fall semester, beginning with a three (3) contact hour segment of the course taught as part of the Orientation Program in August following final enrollment (dates determined annually). The remainder of the instruction for this course will be delivered through self-paced modules to be completed by the end of October (specific date determined annually). Students will demonstrate mastery of the course objectives through a performance test administered on one of several announced examination dates in on-campus computer labs throughout September and October.

This course is <u>not</u> designed for transfer to senior colleges and universities. It will <u>not</u> replace CS8001 Introduction to Computers, for students who need the course for transfer requirements in computer literacy at Fort Hays State University, although it may transfer as an elective credit.

The following are the two required courses for the **fall** Orientation Program.

For traditional students (age 17 to 25):

CS8030-49 Introduction to Computers	1 credit hour
PY3002-49 Human Relations	1

For non-traditional students (age 26 +):

CS8030-48 Introduction to Computers	1 credit hour
PY3002-48 Human Relations	1

The following are the required course for the **spring** Orientation Program.

For traditional students (age 17 to 25):

ED2138-49 Career and Life Planning	1 credit hour

For non-traditional students (age 26 +):

ED2138-48 Career and Life Planning	1

ATHLETIC ADVISING

Those students who participate on various athletic squads may be required to enroll in specific activity courses recommended by their coaches in addition to their regular program of study. The following is a listing of such courses for specific teams.

Student-athlete electives (excluding Danceline):
All student-athletes (optional for cheerleading) - fall semester:

HA2234 02 Weight Training	ARR/Gym	1 credit

All student-athletes (optional for cheerleading) - spring semester:

HA2236 02 Advanced Weight Training	ARR/Gym	1 credit

For the specific sport the student-athlete participates in:

HA2280 01 Varsity Athletics	Basketball (men)	1 credit
HA2281 01 " "	Basketball (women)	1
HA2292 01 " "	Baseball	1
HA2283 01 " "	Softball	1
HA2284 01 " "	Cross Country	1
HA2286 01 " "	Golf	1
HA2287 01 " "	Tennis (men)	1
HA2288 01 " "	Tennis (women)	1
HA2290 01 " "	Track (men)	1
HA2292 01 " "	Track (women)	1
HA2293 01 " "	Volleyball	1
HA2294-01 " "	Cheerleading	1

Track & field electives:
Optional enrollment in lieu of HA2234 or HA2236 listed above:

HA2275 01 Aerobic Fitness Through Running	1 credit

Cheerleading electives:
Optional enrollment:

HA2234-02 Weight Training	1 credit
HA2232-01 Gymnastics & Tumbling	1

Danceline electives:
Freshmen (1st semester):

HA2313-01 Rhythms I	1 credit
HA2217-02 Fitness through Activities	1

Freshmen (2nd semester):

HA2314-01 Rhythm II	1 credit
HA2271-01 Figure Improvement I	1

Sophomores (1st semester):

HA2315-01 Rhythm III	1 credit
HA2301-01 Beginning Modern Dance	1

Sophomores (2nd semester):

HA2316-01 Rhythms IV	1 credit
HA2239-01 Modern Dance	1

Cougarettes electives:
Members of the Cougarettes squad need not enroll in HA2294 Varsity Cheerleading but may enroll in a physical education class of their choice.

Athletic training electives:
Required for all students working in the training room as a Student Athletic Trainer:

HA2205-01 Athletic Training Practicum	1 credit

Required for students completing the Sports Medicine Curriculum:

HA2308-01 Introduction to Athletic Training	3 credit

Required for students completing the Sports Medicine Curriculum, for HPER majors, and for any interested student:

HA2253-01 Care & Prevention of Athletic Injuries	3 credit

WAIVERS

TRANSFER COURSES

Occasionally a transfer student may request a waiver of a particular course. The request may stem from a course credit discrepancy from another institution with the College, from experience in the military, or from a student's physical inability to participate in a physical education activity course. The student must complete a "Waiver Form" obtained through the Dean of Academic Affairs office located in the A-building (see appendix for sample form). An interview with the Dean of Academic Affairs may be required.

DEVELOPMENTAL COURSES

After careful thought, a student may protest enrolling in one of the developmental writing, reading, and or mathematics courses. At such time, the student may waive the recommendation following discussion with his/her advisor and instructor. Advisors and instructors should, however, discourage such action in order for the student to benefit by beginning his/her college work at the level designated and to develop the skills necessary to achieve success in his/her pursuit of higher education. Waiver forms are available in faculty office complexes.

DEGREE/GRADUATION REQUIREMENTS

An **Associate in Science Degree** or an **Associate in Arts Degree** prepares each student for transfer to universities with advanced standing. The courses required offered at BCCC are comparable to lower division level courses at Kansas Regents colleges and universities. The Associate in Science Degree or the Associate in Arts degree will be awarded upon completion of the planned program of not less than sixty-four (64) college credit hours with a cumulative grade point average of 2.0 or overall C.

The **Associate in Applied Science Degree** prepares a student for entry into an occupation or into a closely related cluster of occupations. Coursework is based in theory and is of sufficient complexity, rigor, and theory to constitute college credit courses. The program of study consists primarily of occupational classes but may also include transfer classes.

The **Associate in Liberal Arts Degree** provides a student the opportunity to develop knowledge, skills, attitudes, and greater philosophical appreciation for lifelong learning. This degree will be awarded upon the completion of the planned program of not less than sixty-four (64) college credit hours with a cumulative grade point average of 2.0 or overall C.

Prior to the beginning of the third semester, a candidate for the **Associate in Science Degree**, the **Associate in Arts Degree**, the **Associate in Applied Science Degree**, or the **Associate in Liberal Arts Degree** must designate a specific program of courses approved by the appropriate instructional area, signed by the advisor, and placed in the student's file. To be eligible for graduation, the student's last twelve (12) hours of credit must be from Barton County Community College.

ASSOCIATE IN SCIENCE AND ASSOCIATE IN ARTS DEGREES

I. TOTAL WRITTEN COMMUNICATION CREDITS REQUIRED *==========> 6

EN1204 English Composition I (required) 3 hours

EN1206 English Composition II
- - or - -
EN1205 Technical and Report Writing

II. TOTAL ORAL COMMUNICATIONS CREDITS REQUIRED ==========> 3

SP3200 Interpersonal Communications
- - or - -
SP3202 Fundamentals of Speech

III. TOTAL LAB SCIENCE CREDITS REQUIRED ==========> 5

IV. TOTAL MATHEMATICS CREDITS REQUIRED * ==========> 3

MA1823 Fundamentals of Math 3
(AA majors only)
- - or - -
MA1826 Intermediate & College Algebra 5
- - or - -
MA1826 College Algebra 3
- - or - -
any course with a MA1826 College Algebra prerequisite

V. TOTAL SOCIAL AND BEHAVIORAL SCIENCE CREDITS REQUIRED ==========> 6

VI. TOTAL ARTS AND HUMANITIES CREDITS REQUIRED ==========> 6
(other than written and oral communication courses listed above)

VII. TOTAL PHYSICAL EDUCATION CREDITS REQUIRED ==========> 2
(2 activity courses)

TOTAL GENERAL EDUCATION REQUIREMENTS ==========> 31

In addition to the general education requirements, the Associate in Science Degree requires a planned program of study in the sciences, mathematics, business or related technologies. The Associate of Arts Degree requires an additional minimum of 35 college credit hours in the fields of English, fine arts, languages, and history or social sciences. Each student and advisor should check the most recent publication of the ***Catalog of Courses and General Information*** for specific programs and curricula.

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* Developmental courses cannot be used to fulfill degree requirements.

ASSOCIATE IN APPLIED SCIENCE DEGREE

I. SPECIALIZED AND RELATED CONTEXTUAL COURSES/COMPETENCIES

A minimum of forty-five (45) college credit hours must be completed in a mixture of offerings in specialization courses and or in contextual courses listed below. Course selection is determined by the requirement of the occupation sought. Each student and advisor should check the most recent publication of the ***Catalog of Courses and General Information*** for specific programs and curricula.

A. Specialized courses/competencies

1. Technical knowledge (theory)

2. Technical skills (laboratory)

B. Contextual courses/competencies appropriately distributed among the following:

1. Mathematics

2. Science

3. Communications

4. Interpersonal skills (employability skills)

5. Courses from other technical disciplines

II. GENERAL EDUCATION COURSES/COMPETENCIES

A minimum of fifteen (15) college credit hours must be taken from not less than two of the following areas and must be taught by the instructional area granting credit. Each student and advisor should check the most recent publication of the ***Catalog of Courses and General Information*** for specific programs and curricula.

A. Communications

B. Math and Science

C. Social Science

D. Arts and humanities

E. Physical education (no more than four activity credit hours)

ASSOCIATE IN GENERAL STUDIES DEGREE

I. GENERAL EDUCATION REQUIREMENTS

A.	Written communications	3 hours
B.	Communications (written or oral)	3
	SP3200 Interpersonal Communications - - or - - SP3202 Fundamentals of Speech	
C.	Natural science/mathematics	6
D.	Social sciences	6

II. MINIMUM OF THIRTY-SIX (36) CREDIT HOURS IN FINE ARTS, BUSINESS OCCUPATIONS, COMPUTER TECHNOLOGY AND OTHER COURSES AS SELECTED.

Each student and advisor should check the most recent publication of the ***Catalog of Courses and General Information*** for specific programs and curricula.

CERTIFICATE PROGRAMS

A student may earn a Certificate of Completion for successfully completing a program at less than an associate degree level that prepares him/her for immediate entry into a chosen occupation. Programs are planned together by the student and advisor, with approval by the Dean for Technical Instruction and are adapted to individual needs. Requirements for a Certificate of Completion include the successful completion of twelve (12) or more credit hours and a cumulative grade point average of 2.0 or overall C.

VIDEOCOURSES

Videocourses for college credit offer an alternative to the traditional delivery of education. Students are issued a set of video cassettes which provide a comprehensive series of lecture programs professionally designed and prepared to meet the same course content as comparable classes on campus. Involving only minimal classroom attendance, college credit is earned through written assignments and examinations. The lecture programs as provided on video cassettes are viewed in the student's home, at the schedule of the student. Viewing the programs and completing the assignments requires self-discipline and dedication. If help is needed, the instructor is just a telephone call away.

In addition to the video cassette programs, each course includes a textbook and study guide and may require students to complete pertinent projects. The courses offered provide students a

range of opportunities to increase their knowledge in a particular subject area or to work towards the completion of their degrees.

Students planning to enroll in videocourses may do so on-campus or at outreach sites during any regularly scheduled enrollment period. Students enrolled in videocourses must attend an orientation session scheduled at the beginning of each semester. At this meeting students will be issued the videotapes for their courses. Students will also meet with their instructors and receive course syllabus and schedule.

Tuition and fees for Kansas residents are $28.00 per credit hour. Videocourses also require a special fee of $20.00 per course. This is a non-refundable fee and tapes must be returned.

For more information regarding BCCC videocourses, call 792-9298 or x298 on campus.

TELENET

With TELENET, a state-wide audio network, students can conveniently take courses offered by Emporia State, Fort Hays State, and Kansas State Universities without traveling to those campuses. TELENET is an interactive audio education network with thirty-six permanent sites throughout Kansas and is operated by the Kansas Regents Network. Each TELENET location is staffed by a location facilitator who helps students register for courses, handles course materials, and familiarizes students with the easy-to-use equipment (microphones and a speaker system).

Brochures listing courses offered are available in the library office. Questions may be directed to the TELENET Coordinator at 792-9164 or x164 on campus.

ACADEMIC SUSPENSION AND PROBATION

If a student's scholastic performance appears to offer little prospect of success, a student may be suspended with or without privilege of reinstatement. A student may not petition for reinstatement until one semester has expired after academic suspension from the college

If a student has not accumulated a 1.5 GPA when twenty-four (24) credit hours have been attempted with a grade of A, B, C, D, or F, a student will be placed on a one-semester probation. This academic warning is designed to alert a student that he/she may encounter difficulty in meeting graduation requirements and steps should be taken immediately to improve his/her academic status. A student must have a 2.0 GPA when he/she has attempted forty-eight (48) hours with a grade of A, B, C, D, or F. If the cumulative GPA is below this minimum, a student will be placed on academic probation for one semester. All computations are based on A, B, C, D, or F grades

SUSPENSION: If a student has been placed on academic probation for one semester and does not raise his/her GPA to the minimum requirements as outlined, the student will be suspended for one semester. The student will not, however, be suspended at the close of a semester or summer term during which he/she achieved a C (2.0) average or better.

REINSTATEMENT: If a student has been suspended from the college for poor scholarship, the student will be provided a period of at least one semester during which he/she may apply for admission to the college by filling out a regular applica

tion for admission form. The student will not be allowed to enroll in more than twelve (12) credit hours for the first semester of attendance after a period of suspension.

APPEALS: Any student limited by these regulations who has marked improvement or who believes he/she has been affected unfairly may appeal to the Student Affairs Committee through the Student Affairs Office located in the C-building.

CENTER FOR LEARNING ACHIEVEMENT

Located in the north end of the library, the Center for Learning Achievement (CLA) provides a comprehensive variety of services, all of them sharing the common goal of helping students learn more efficiently and effectively. The CLA's staff offers aid to students who require not only supplemental instruction and tutoring but also help in setting academic, personal, and vocational goals.

With CLA personnel's assistance, students can expect to improve their learning, study, and time management skills thus improving their grades. In addition, students develop a working network with other students in study groups as well as obtain individual help from numerous tutors for a variety of subjects.

LEARNING STRATEGIES SEMINARS

Periodically throughout the semesters, the CLA offers various seminars in developing learning strategies and study skills. These short mini-courses, often lasting just an hour or two, focus on the development of specific talents, including note-taking and test-taking skills, memory and time management techniques, "muscle" reading, handling math and science anxieties, and many others meeting both needs and demand. Students may request additional sessions to fit their individual needs. ESL assistance is available for international students.

SUPPLEMENTAL INSTRUCTION AND TUTORING

On a daily basis, the CLA provides free supplemental instruction and tutoring for students. Both paraprofessionals and peer tutors offer one-on-one assistance for students. Often, study groups for a particular class are formed through the CLA who help set up special weekly study sessions. CLA personnel arrange hours to fit the needs of the majority of BCCC students.

WRITING SERVICES

Because of the bulk of required writing in composition courses as well as other classes, many students attend small group seminars and individual tutoring to aid them in brainstorming, in developing, and in peer editing their papers. The personnel do not provide proofreading services.

RE-ENTRY AND NON-TRADITIONAL STUDENTS

Students who have been out of the educational setting for more than one year have special challenges to face upon returning to the college campus. Special services are available to assist them in adjusting to college life and balancing the many demands which families and society places upon them. Through the CLA, special seminars, for-credit courses, and workshop sessions

are designed specifically for re-entry and non-traditional students. These offerings assist them in managing newly acquired stresses, time demands, financial concerns, and other personal and academic issues. Schedules are posted in the CLA and throughout the campus periodically.

TITLE IV - STUDENT SUPPORT SERVICES

Funded by a U.S. Department of Education grant, the Title IV Support Services program provides academic, personal, and vocational support to students who qualify for services according to one or more of the following criteria:

- first-generation college student (neither parent can have graduated from a four-year institution)
- economically disadvantaged
- learning disabled
- physically disabled

Students must complete an application for admission in order to be considered for this program and to receive the available services. Participation is limited to 200 students.

Title IV personnel are available at the Center for Learning Achievement located in the north end of the library building.

- - See also ASSESSMENT and DEVELOPMENTAL COURSES - -

COMPUTER

PROGRAMS

COMPUTER PROGRAMS

Depending on the nature of concerns, questions regarding the computer programs may be directed either to the Director of Admissions, at 792-9216 or x216 on campus or to the personnel of the Computer Center at 792-9346 or x346 on campus.

ENROLLMENT

STEP 1: **BCCCMENU**
Enter BCCCMENU and press [Return] from system prompt **($)**.

STEP 2: **BCCC MAIN MENU**
Arrow down to ENROLL and press [Return] from **BCCC MAIN MENU** menu.

STEP 3: Enter **STUDENT ID** or **LAST NAME** and press [Return] at **Enter Student ID / Last Name?"** prompt. Press [Return] without any entry to exit the system and to return to the **BCCC MAIN MENU** menu.

STEP 4: **ADVISOR ENROLLMENT MENU**
Select desired option from **ADVISOR ENROLLMENT MENU**. The options from this menu and short description of each are as follows:

TERMCODE	–	Set default term code (STEP 5:);
AV	–	Course availability listing (STEP 6:);
ADD	–	Add course(s) to student schedule (STEP 7:);
DROP	–	Drop course(s) from student schedule (STEP 8:);
SHOW	–	Print student schedule on the screen (STEP 9:);
BILL	–	Print student estimated billing on the screen or to designated printer (STEP 10:);
UPDATE	–	Update student advisor (STEP 11:); or,
EXIT	–	Exit **ADVISOR ENROLLMENT MENU** menu (STEP 12:).

STEP 5: **Change Term Code** (This will show 931S. No change should have to be made.) Enter **TERMCODE** and press [Return]. Enter the desired **term code** and press [return] at the **Term Code <TTTT>?** prompt where **TTTT** is the current default term code. The first two characters of the term code indicate the academic year and the last two characters indicate the semester. For example, using the term code 921S, "92" is the 1992-93 academic year and the "1S" is the fall semester ("2S" would be the spring semester and "3S" would be the summer semester).

STEP 6: **Course Availability Listing**
Enter **AV** and press [Return]. Enter the desired course ID and press [Return] at the **AVL: Course ID?** prompt. The course ID for this option consists of XX9999 where:

XX -- is the department
9999 -- is the course number

For example, the course ID for all sections of English Composition I is entered as "EN1204". The "EN" is the English Department and "1204" is English Compostion I.

STEP 7: **Add Course to Schedule**

Enter **ADD** and press [Return]. Enter the desired course **ID** and press [Return] at the **ADD: Course ID (TTTT)?** prompt where **TTTT** is the current default term code. The course ID for this option consists of **XX9999LSS** where:

XX -- the department
9999 -- the course number
L -- the lab designator (usually a space)
SS -- the section number

For example, the course ID for the third section of English Composition I is entered as "EN1204 03" where "EN" is the English Department, "1204" is English Composition I, " " (the space) is the lab designator, and "03" is the section number.

STEP 8: **Drop Course from Schedule**

Enter **DROP** and press [Return]. Enter the desired course ID and press [Return] at the **DROP: Course ID (TTTT)?** prompt where **TTTT** is the current default term code. The course ID for this option is the same as in STEP 8:.

STEP 9: **Display Schedule on Screen**

Enter **SHOW** and press [Return]. Press [Return] when finished viewing the schedule on the screen.

STEP 10: **Print Estimated Billing to Screen and/or Printer**

Enter **BILL** and press [Return]. After viewing the estimated billing on the screen, at the prompt **Would you like this printed to a printer?** enter **NO** and press [Return] to exit this option or press [Return] to print the estimated billing to a printer. If printing the estimated billing to a printer, enter the desired **print queue** name and press [Return] at the **Print Queue <XXXXXXXX>?** prompt where **XXXXXXXX** is the default print queue name. The print queue names are the same print queue names utilized within All-in-1.

STEP 11: **Change Advisor**

Enter **UPDATE** and press [Return]. Enter the new advisor name and press [Return] at the **Field 21 . . . Advisor's Name <XXXXXXXXXXXX>?** prompt where **XXXXXXXXXXXX** is the current advisor name. Only the Division Chair's and the Registrar's Office are allowed access to this option.

STEP 12: Exit **ADVISOR ENROLLMENT MENU**

Enter **EXIT** and press [Return]. If any changes have been made to the schedule, the schedule is printed to the screen. Verify the schedule. At the **Schedule OK <YES>?** prompt, enter **NO** and press [Return] to go back to the **ADVISOR EN ROLLMENT MENU** or press [Return] to continue exiting. Once the schedule is correct, at the **Print an estimated bill <YES>?** prompt enter **NO** and press [Return] to exit the **ADVISOR ENROLLMENT MENU** or press [Return] to print the estimated billing to any print queue. If printing an estimated billing, at the **Print queue <XXXXXXXX>?** prompt where **XXXXXXXX** is the default print queue, enter the desired **print queue** to which the billing is to be printed and press [Return].

SCHEDULE

To view a student's schedule either on screen or as a print-out, users should adhere to the following instructions from **BCCC MAIN MENU**.

Select **STUDENT** [Return].
Select **SCHEDULE** [Return].

To view on screen, at **Output device <TT>?** press [Return].

Term code to print <931S>? press [Return].

Student Identifier?, enter student social security number, student identification number or last name [Return]. Once the desired file is verified, computer will display schedule. Press [Return] or [Exit] to escape program.

To print-out, at **Output device <TT>?** enter **Y** then [Return].

Paper type <10>? press [Return]

Term code to print <931S>? press [Return].

Student Identifier?, enter student social security number, student identification number or last name [Return]. Once the last desired file is verified, computer then print a hard copy of the desired schedules.

GRID

To print out a student's schedule in a grid format, the user will need to adhere to the following instructions once in **BCCC MAIN MENU**:

Select **STUDENT** [Return].

Select **GRID** [Return].

Following **Student Identifier?**, enter the student's social security number or last name. Once the desired name is verified, the computer will prompt:

Term code to print <931S>? (or current semester) [Return].

Enter output file name? [Return].

Enter form type? [Return].

Enter output printer name? [Return].

* Press [Return] for each above unless changes are needed.

Student Identifier? will then prompt for the next desired student schedule.

Only when all desired grids are requested will the computer print-out students' schedules in grid form. Therefore, at the Student Identifier? prompt, press [Return]. The computer will then print.

DEGREE AUDIT

The following are instructions to evaluate a student's course work. Once in **BCCC MAIN MENU**, the user will need to adhere to the following instructions to see how students' course work is fulfilling degree requirements:

Arrow down to **STUDENT** and [Return]. Then arrow down to **DEGREE_AUDIT** [Return]. If student's major is known, type in **LOAD** and [Return]. At the Requirements Object File, type in **BCCCNEWCATALOG** and [Return]. To evaluate a student, type in **SELECT** [Return] and then the student's ID number and [Return].

At the Requirements Title to use, select either (1) for an undeclared major or (2) for a declared major, **BCCC_CATALOG**. [Return] Then select the degree program [Return] and then select the major field of study and [Return]. At the Output file or device [TT:], just [Return] and the student's course work will come up on the screen to be viewed.

To return to the beginning of the menu, just [Return]. When the computer asks if modifications are to be saved before quitting, type in "NO". Then [Return] until the computer returns to the beginning of the menu and then hit the **Exit** key.

If a student has transfer hours and they are not appearing on the degree audit transcript, advisors should notify the Degree Audit Secretary at x215 who will input those hours on the transcript if the student's transfer transcript is on file.

Questions concerning the operations of the Degree Audit System should be directed to Office of the Registrar at x215 or to the Computer Center at x346.

Questions concerning degree requirements should be directed to the Instructional Office.

COURSE TRANSFER

Occasionally, advisors and students may want to cross check a specific course at BCCC with one of the Regent's schools. By accessing the **COURSE_TRN** program, they can also develop direction as to how to proceed in their selection of classes. Since the program is designed for quick reference, users are unable to request a print-out.

Once in **BCCC MAIN MENU**, the user will need to adhere to the following instructions to see how a specific course will transfer to Regents institutions:

Select **COURSE** ~~or~~ **STUDENT** [Return]

Select **COURSE_TRN** [Return]. The following will appear:

1. **Master Course List** (contains 500+ pages of material)
2. **Specific Course List**
3. **Program Instructions**
4. **Exit Program**

If #2 is selected for "Specific Course List", computer will prompt:

BCCC Course Number (Enter the 4-digit number only)?

Users need not provide the two letter department code or a section number. Computer will then display explanations for transfer credit to each Regents school.

Press [Exit] or [Return] to exit program.

TRANSFER EQUIVALENCY

Occasionally, advisors and students may want to cross check their course work at BCCC with one of the Regent's schools. By accessing the **STUDENT_TRN** program, they can also develop direction as to how to proceed in their selection of classes. Since the program is designed for quick reference, users are unable to request a print-out.

Once in **BCCC MAIN MENU**, the user will need to adhere to the following instructions to see how students' course work will transfer to Regents institutions:

Arrow down to **STUDENT** and [Return]. Then arrow down to **STUDENT_TRN** and [Return]. Put in the **Student's ID #** and [Return]. When it asks if this is the correct student, [Return].

Select the Regents institution to be checked (1-7) and [Return]. When it asks if this is the correct school, [Return]. Output devise (TT), [Return].

Computer will display the equivalency codes at the top of the screen:

EQ - Credit transfers and is equivalent to . . .
TE - Credit transfers as an elective
NT - Credit does not transfer
NE - Credit has not been evaluated

Computer will also reveal the following:

1. the student's BCCC courses enrolled
2. the number of credit hours for each course
3. the grade earned (if no grade then course is in progress)
4. the term the student enrolled in the course (for example, 932S represents the year 1993, spring semester)
5. the equivalency code (see above)
6. the equivalent course at the Regent school selected
7. comments (explanations where needed)

Press [Return] to continue listing. Users can not view previous screen with this program.

Advisors can check on other Regents institutions by just returning to the Student ID, inputting the social security number again and selecting another school. To check on another student, just put the ID # in and go through the same process.

When finished, hit [Return] at **Student ID** and then hit **Exit** key.

Questions concerning the operations of the Transfer Equivalency Program should be directed to x215.

STUDENT ID

Occasionally, faculty and staff will need personal information of a student. Through the ID Directory, computer users can access a student's address, phone number, name of next of kin, and social security number through two separate programs: **ID DIRECTORY** and **NAME DIRECTORY**.

Once in **BCCC MAIN MENU**, the user will need to adhere to the following instructions :

Select **STUDENT** [Return].

Select **ID DIRECTORY** [Return]. This particular program requires that user provide the student's social security or student identification number. Once the number is entered (dashes are not necessary), the student's name, social security number, both local and legal addresses, phone numbers, name of next of kin, major code, and class will be displayed. Press [Return] to exit program.

- - - or - - -

Select **NAME DIRECTORY** [Return]. With this particular program the user need only provide the student's last name. Computer will scan files and display a listing of students. User will need to select number. Once the desired name is selected, the student's name, social security number, both local and legal addresses, phone numbers, name of next of kin, major code, and class will be displayed. Press [Return] to exit program.

LOW GRADE REPORTING

Following are instructions for low grade reporting in the computer:

Once in **BCCCMENU**, select **COURSE** and then **MID_GRADE**. The computer will then ask for **Grade: Course ID**. Below is an example of how a course number must be entered:

EN1204 01

Instructors must enter the department number and course number with no space in-between; then space once and put the section number. When asked for the Course ID, the computer has as the default, **(931S)**. This indicates that FALL-1993 rosters will appear.

After the **Course ID** is entered and [Return], the name of the course will appear. If this is the correct class, simply [Return]. If it is not the correct course, answer "NO" and [Return] and the computer will once again ask for a **Course ID.**

The only grades instructors may enter are only for those earning a **D** or **F**. If a student is not earning a **D** or **F**, simply [Return] and the next student's name will appear. If a student who is not attending is listed and a **W** does not appear by his/her name, the student has not dropped the class and the user did not indicate on the state aid certification roster that he/she was not attending. Instructors should go ahead and give the student an **F**. Hopefully, when he/she receives the low grade mailer, the student will come in to the Registrar's Office and officially drop the class. Only then will the student receive a **W**.

After the last student's name has appeared, the computer will immediately display the complete

roster with grades. This will allow the instructor to check each grade to make certain low grades have been given to the correct students. If a change needs to be made, put the **Course ID #** in again so the computer will go through the roster once more. Notice that this time the computer will show the grades given in **< >**.

If no change to a student's grade is needed, just hit [Return] and the computer will go to the next student. When it comes to the student's name that needs a change of grade, simply put in the correct grade at that time. When the end of the roster is reached, the computer will again display all names of students with their grades. The computer will again ask for a Course ID, so grades for another class can be entered. Once all grades to all an instructor's classes have been entered, simply hit [Return] until a $ sign appears. Then log off.

FOR SECURITY AND CONFIDENTIALITY REASONS,
PLEASE DO NOT LEAVE THE COMPUTER TERMINAL
UNATTENDED WHEN IT IS IN THE MID_GRADE PROGRAM.

SATISFACTORY PROGRESS REPORTS

Twice each semester faculty members are asked to complete Satisfactory Academic Progress Reports for students who are financial aid recipients, student athletes, or Title IV participants. These students have been identified through the computer files, and the staff of Financial Aid, Athletic Advisors, and Title IV have access to the faculty grade reports. The information is used to encourage students who are having academic difficulty to seek assistance from the Center for Learning Achievement tutors or to work more closely with the instructors. The release of a student's financial aid is dependent upon his or her successful academic progress so these reports have definite impact on a student's ability to stay in school.

The staff working with this information often contacts the academic advisors of students to coordinate efforts and to alert the advisor of potential problems.

Faculty will receive a request that a Satisfactory Progress Report needs completion. This notice indicates to the faculty that the program has been activated and provides the following instructions:

Enter the **BCCCMENU**. Choose **COURSE** and then choose **PROGRESS**. Instructors will will answer the questions of non-school related absences, total absences and current grade for each student displayed. The roster will reflect students who were enrolled after the 20th day of the semester so some may have dropped. Instructors should enter comments when appropriate. When finished with a group of students, instructors will be asked if all their responses are correct.

FINAL GRADE REPORTING AND CONFIDENTIALITY

The computerized final grade reporting program was initiated for full-time on-campus faculty to accommodate faculty needs, to provide an accurate method of recording grades, to eliminate the use of exorbitant amounts of paper, and to ensure the protection, security, and confidentiality of student grades. In an effort to assure these requirements, the following guidelines should be followed:

A. No one will leave his/her computer terminal unattended when it is in the Final_Grade Program.

B. No student names or social security numbers with grades will be exposed for other students' viewing.

C. No grades will be entered in the computer by students (this includes students employed by the College).

D. Full-time on-campus faculty will be responsible for inputting all their grades. Exception: The Registrar's Office will accommodate any and all faculty needing assistance.

E. Listed below are the personnel authorized to enter student grades for day and night classes taught by part-time faculty, seminars, and outreach classes to include continuing education, CIT, and Ft. Riley classes:

Registrar's Office Staff
Director of Evening School
Coordinator of Outreach Services-Acad Affairs
Secretary of Evening Division
Coordinator of Seminars
Secretary/Facilitator-Seminar Dept.
Director for Continuing Education Services
Coord-Nursing Continuing Education
Coord-Nurssing Home Aide/Med Aid
Adult Health Care Coordinator
Secretary for Nursing Continuing Education
Videocourses & 50's Plus Program Spec-Evening Div.
Liaison for Business & Industry-Eve Div.
Ft. Riley Site Director
Ft. Riley personnel assigned by Site Director

It is hoped that these guidelines will serve as reminders to all faculty and staff in order that official student record collection, maintenance, and dissemination practices will be according to the Student Privacy Act.

Inputting individual final grades:

Faculty grade rosters will be activated the first morning of the week of finals week each semester. Generally, faculty will need to input all final grades into the computer by the Friday of the week of finals or on the fifth day of finals unless otherwise noted. Exact times and dates for the recording availability and for its completion will be announced by the Registrar personnel each term.

Once in **BCCC MAIN MENU**, instructors will need to adhere to the following instructions:

Type **BCCCMENU** [Return]

Select **COURSE** [Return]

Select **FINAL_GRADE** [Return]

At **Grade: Course ID <931S>***, type in department letters and coursenumber with no space in between; space once and input section number.**

sample: **EN1204 01** [Return]
-- or --
MA1828 02 [Return]

After the **Course ID** is entered, the **name of the course** will appear. If the name is the correct class, simply [Return]. If it is not the correct course, answer **"NO"** and [Return] and the computer will once again ask for a **Course ID**.

Each individual student's name will thus appear followed by a prompt for her/her grade. Only an **A, B, C, D, F, I,** or **P** will be accepted (see section "REPORTING WITHDRAWS" and "REPORTING INCOMPLETES" for more information). Then [Return] to move on to the next student. Everyone on the roster must be given a valid grade (A, B, C, D, F, I, or P).

After the last grade for a class has been entered, the computer will immediately display the complete roster with corresponding grades. This listing will allow the instructor to check each grade to make certain no student has been awarded an incorrect grade. The computer will then ask: **Are all grades correct?**

If **"YES"** then [Return]. The computer will again ask for a Course ID for the grades of the next class. If no more classes need to be inputted, simply [Return] until the computer returns to a **$** sign. Then the advisor may log off.

If **"NO"** then the Course ID Number must be entered again. The computer will go through the roster once more; however, this time it will show the grades entered in **< >**. If the grade for that particular student is correct, then [Return] for the computer to move on to the next student. When it comes to the student's name whose grade needs changing, simply enter the correct grade (A, B, C, D, F, I, or P) at that time then [Return].

Once the end of the roster is reached, the computer will again display all names of students with their corresponding grades. Once more the computer will ask: **Are all grades correct?**

Once **"YES"**, instructors will be unable to go back in and look at that class or change any grade. However, all graded classes must be designated as correct in order for the Registrar's Office to generate final grade mailers.

**FOR SECURITY AND CONFIDENTIALITY REASONS,
DO NOT LEAVE THE COMPUTER TERMINAL UNATTENDED
WHEN IT IS IN THE FINAL_GRADE PROGRAM!**

Any questions should directed to personnel of the Registrar's Office.

* Advisors will notice when it asks for the **Course ID**, the computer provides the default **<931S>**. This **<931S>** indicates that fall 93 rosters will appear. If the semester is correct, then the advisor enters the **Course ID**. If the advisor fails to put in the section number and the computer selects the first course by that number, the computer will automatically change the term code.

**If section number is not entered, the computer will automatically choose the first course by that number and may not necessarily be of the current semester.

Same grades:

If all students of a class are earning the same grade, when the first student's name comes up, the instructor may put **P/Fill** and the computer will automatically give all students a **P**. Instructors may enter any valid grade (example: **A/Fill**; **C/Fill**). This process can only be done if all students in the class are receiving the same grade.

Late-running classes:

If an instructor has a class which will not be over until after grades are requested and, therefore, unable to input grades at this time, the instructor must notify the Registrar's Office immediately to process those grades.

Withdrawals:

Instructors can not issue a **W**. If an instructor suspects a student has properly withdrawn from his/her class but the computer program does not display a **W**, then the instructor should contact the Registrar's Office as soon as possible. The Registrar's Office will then change the grade for the student issued a **W** and give instructions on how to continue inputting grades. The instructor must issue a grade, for he/she cannot by-pass a student's name.

Incompletes:

The Registrar's Office urges all instructors who must award **I** to still complete an **I** contract with the student; however, it will not be necessary for instructors to send a copy of the contract to the Registrar's Office. Any inquiries directed to the Registrar's Office concerning an **I** grade will be referred to the instructor.

PROCESSES

CHANGE OF ADVISOR AND MAJOR

Occasionally a student may wish to change his/her major, program of study, or advisor. The student must complete a "Change of Advisor/Major Form" available in all faculty office complexes and secure the signature of both the current advisor and requested advisor (see copy of form in appendix). The completed form must first be delivered to a division chairperson for processing who will make specific computer changes necessary for enrollment purposes. Then the division chairperson will then forward the completed form to the Registrar Office for final processing. Only when the completed signed form has been delivered to a division chairperson will the process to change an advisor or major begin.

OVERRIDING ENROLLMENTS

At times a student may require a course with a specific class time schedule that has already met enrollment limits. After the student and his/her advisor have discussed the matter with the specific class instructor, then the advisor may request the instructor's division chairperson to "over-ride" the course enrollment. The decision to "over-ride" the course's enrollment to include the extra student is left to the discretion of both the instructor and his/her division chairperson. Emergency and priority status enrollments will naturally be considered, but generally such requests are discouraged.

If both the instructor and his/her division chairperson agree to admit a student into an already filled class, then the division chairperson can input the necessary data through his/her computer files. At that point, only the division chairpersons have exclusive authority, ability, and access to "over-ride" a particular class.

If both the instructor and his/her division chairperson deny the admission of a student into an already filled class, then the advisor and student may request the appropriate dean take the matter under consideration.

SCHEDULE CHANGES
(adds and drops)

Occasionally, after visiting with his/her advisor regarding academic progress, a student may wish to add or to drop a particular course from his/her schedule during the semester enrolled. Each student must complete in full a "Schedule Change" form available in all instructional office complexes (see appendix for sample form). Each student will need to provide such pertinent information as the course ID #, course title, credit hours, and instructor of the course being added or dropped. Each student must secure the signature of his/her advisor before submitting the request to the Registrar's Office. Each student should be aware of final dates for withdrawals to assure full or partial refund. Official dates are posted in campus calendars, in the "InterCom" weekly, and in the ***Interrobang*** when available.

TUTOR REFERRAL GUIDELINES

In an attempt to encourage students to utilize the tutoring services which are available at the College, the following guidelines have been established to assist the Center for Learning

Achievement and Title IV Student Support Services Program to work with faculty to identify students who are in need of academic support.

The CLA staff will contact referred students and encourage them to participate in individual tutoring sessions, group study sessions, or learning strategies seminars and will follow up with the students and instructors to improve the services available. Academic advisors are encouraged to follow this process with any of their advisees, even though they may not have them in class.

1) The referral form will be available to the faculty through E-mail or may be requested from the Center for Learning Achievement or copied from the BCCC Academic Advisement Handbook (see appendix for sample form).

2) When a referral form is received in the Center for Learning Achievement, personnel will assign the qualified students to the appropriate tutor within the Title IV Support Services Program or will refer them to the Center for peer tutoring, the Developmental Education Coordinator, or the Technical Educational Specialist.

3) The tutor will attempt to make contact with the student to arrange an appointment. If contact cannot be made directly, the tutor will work through the referring instructor to contact the student.

4) When the tutoring session is completed, comments will be made on the referral form, which will be maintained in a file folder specifically set up for tutoring purposes. This will enable all individuals working with academic tutoring to have access to these records and to determine the best method of working with a particular student. If requested, follow-up contact will be made with the referring instructor.

5) An instructor may make contact with the Center for Learning Achievement at any time after a referral is made to inquire about a student's progress.

FINAL EXAMS

Mid-way through each semester, students will be reminded by their instructors and advisors to check and to adhere to the official final exam schedule as presented by the Office of Academic Affairs. The schedule is frequently posted on bulletin boards throughout each campus building and is published in the "InterCom" available in each building and in the ***Interrobang*** when available.

Schedule:

Students and advisors should always check with the official final exam schedule issued each fall and spring semester for any discrepancies and deviations. The following is a listing of test times traditionally implemented:

MONDAY/FIRST DAY

Class Times	Test Time	
Classes meeting..... 7:30	MWF/MW/orMTWRF	7:30 - 9:00
Classes meeting.....10:00	MWF/MW/orMTWRF	9:30 -11:00
10:10	MWF/MW/orMTWRF	

Classes meeting.....11:15	MWF/MW/orMTWRF	11:30 - 1:00
Classes meeting.....12:30	MWF/MW/orMTWRF	1:30 - 3:00
12:45	MWF/MW/orMTWRF	
12:50	MWF/MW/orMTWRF	
1:15	MWF/MW/orMTWRF	
Classes meeting.....2:30	MWF/MW/orMTWRF	3:15 - 4:45
3:00	MWF/MW/orMTWRF	
3:45	MWF/MW/orMTWRF	

TUESDAY/SECOND DAY

Class Times		**Test Time**
Classes meeting..... 7:30	TR or TRF	7:30 - 9:00
Classes meeting.....10:00	TR or TRF	9:30 -11:00
10:10	TR or TRF	
Classes meeting.....11:15	TR or TRF	11:30 - 1:00
Classes meeting.....12:30	TR or TRF	1:30 - 3:00
12:45	TR or TRF	
12:50	TR or TRF	
1:15	TR or TRF	
Classes meeting.....2:30	TR or TRF	3:15 - 4:45
3:45	TR or TRF	

WEDNESDAY/THIRD DAY

Class Times		**Test Time**
Classes meeting.....8:45	TRF/TR/orMTWRF	8:00 - 9:30
Classes meeting.....8:45	MWF or MW	10:00 - 11:30
Classes meeting.....1:30	MWF/MW/orMTWRF	12:30 - 2:00
1:35	MWF/MW/orMTWRF	
1:45	MWF/MW/orMTWRF	
Classes meeting.....1:30	TR or TRF	2:30 - 4:00
1:35	TR or TRF	
1:45	TR or TRF	

THURSDAY/FOURTH DAY

Make-up day for students who have received permission to reschedule their final examinations from their regularly scheduled date and time.

Rescheduling:

Students who plan to request rescheduling of a final exam must submit a request in writing to the office of the Dean for Technical Instruction as soon as possible. Official due dates for submissions A list of students who have been given permission to request a rescheduled exam will be

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distributed to all instructors. Instructors will work with these students to reschedule their exams so that they can be taken at the convenience of the instructor and the student, preferably on the morning of the Thursday or fourth day final.

The written request from a student for rescheduling one or more exams should include the following information:

1. Full name of student
2. Social Security number of student
3. Course name(s) for which rescheduling of an exam is requested
4. Time and days when course(s) is(are) regularly scheduled
5. Reason(s) for requesting rescheduling*
6. Signature and date of request

Reasons which are considered legitimate for requesting rescheduling of a final exam are as follows:

- three or more exams scheduled for one day
- work hours which cannot be rescheduled

Students will need to submit their written requests as soon as possible to the receptionist in the administration building or to the secretary to the Dean for Technical Instruction in the Administration Building.

INTENT TO GRADUATE

Each student must file a notice of intent to graduate if he/she wishes to receive an associate's degree from the college. This notice of intent must be filed with the Registrar's Office by completing the college's "Application for Graduation" form by February 10 before graduation in May (see Appendix for sample form). If a student is graduating at the end of the first or fall semester, the Application for Graduation will need to be filed before the last week of the semester with the Registrar Office.

APPENDIX

PROGRAMS OFFERED

(as listed on enrollment form)

Administration of Justice
Adult Health Care Administration
Agriculture
Anthropology Cultural Studies
Architecture (pre)
Art
Automotive Technology
Biological Science
Business Administration
Business Computer Management
Chemistry
Child Care and Guidance
Chiropractic (pre)
Computer Information Systems
Computer Science
Cooperative Industrial Training (CIT)
Cytotechnology (pre)
Dental Hygiene (pre)
Dentistry (pre)
Diesel Mechanics
Dietetic Assistant
Drafting Technology
Drama
Economics
Education
Electronics (electricity)
Emergency Medical Training
Engineering(pre)
English
Fashion Merchandising
Fire Science Technology
Foreign Language
Forestry (pre)
Geology
Hazardous Materials Management
Health Physical Education Recreation (HPER)
History
Interior Design
Journalism
Law (pre)
Liberal Arts
Mathematics
Medical Laboratory Technician
Medical Records Administration (pre)
Medicine (pre)
Mid-Management
Mortuary Science (pre)
Music
Nurse Aide/Medical Aide
Nursing
Occupational Therapy
Office Education (Secretarial Technology)
Optometry (pre)
Petroleum Technology
Pharmacy (pre)
Philosophy and Religion
Physical Science
Physical Therapy (pre)
Physician Assistant (pre)
Physics
Political Science
Psychology
Public Administration
Respiratory Therapy (pre)
Social Work
Sociology
Speech Communications
Sports Administration
Sports Medicine
Veterinary Medicine (pre)
Welding Technology
X-ray Technology (pre)
Job/Skills/Enrichment (not eligible for financial aid)

LIST OF PROGRAMS AND THEIR ADVISORS

PROGRAM	ADVISOR	NUMBER
ACCOUNTING	Howard, Jane	31
	White, Avalon	01
AGRICULTURE	Gotschall, Matt	30
	Pottorff, Steve	60
ANTHROPOLOGY	McCaffery, Linda	63
ARCHITECTURE		
ART	Dudek, Steve	18
	Ganstrom, Linda	66
- EDUCATION	Ganstrom, Linda	66
ATHLETES	Kinningham, Russ	33
AUTO TECHNOLOGY		
BASEBALL	Kinningham, Russ	33
BASKETBALL		
- MEN	Kinningham, Russ	33
- WOMEN	Goll, Michela	56
BIOLOGY	David, Mentor	16
BUSINESS	Nairn, Jim	41
- TRANSFER	Dunavan, Bob	39
	Howard, Jane	31
	Nairn, Jim	41
	White, Avalon	01
- ADMINISTRATION	Dunavan, Bob	39
- COMPUTER MANAGEMENT		
CHEMISTRY	Sheikh, Bahar	51
CHEMICAL ENGINEERING	Sheikh, Bahar	51
CHILDCARE	Clapsaddle, Alice	13
	Farmer, Raelene	44
CIT	Sloan, Bruce	72
COMMUNICATIONS	Nulton, Rachel	19
COMPUTER - SCIENCE	Curtis, Tom	15
	Huang, Peter	50

- ELECTRONICS	Honderick, Dick	46
- INFORMATION SYSTEMS	Huang, Peter	50
COSMETOLOGY	Brown, Ruby	61
	Goodfellow, Rebecca	03
	Krom, Shelly	02
	Rous, Terri	52
COUNSELING	Kenyon, Gary	32
CRIMINAL JUSTICE	Ness, Ellyn	70
	Schleve, Dave	21
CROSS COUNTRY	Goll, Michela	56
DIESEL TECHNOLOGY	Besthorn, Bert	06
DIETARY - MANAGEMENT PROGRAM	Gotschall, Michele	42
- ASSISTANT	Farmer, Raelene	44
DRAFTING		
DRAMA	Loss, Bob	12
EARLY CHILDHOOD	Clapsaddle, Alice	13
ECONOMICS	Dunavan, Bob	39
EDUCATION - K-3 TEACHING	Clapsaddle, Alice	13
- ELEMENTARY	Goerl, Stephannie	37
	McCaffery, Linda	63
- SPECIAL EDUCATION	Barrows, Mary	65
EMT	Lake, David	98
ENGLISH	Barrows, Mary	65
	Biays, Paul	07
	Gardner, Ted	24
	Nulton, Rachel	19
ENVIRONMENTAL SCIENCE	Pottorff, Steve	60
FASHION MERCHANDISING	Clapsaddle, Alice	13
FIRE SCIENCE	Lake, David	98
FOREIGN LANGUAGE		
GENERAL STUDIES	Allen, Randy	74
	Bealer, Rick	04
	Besthorn, Bert	06

	Curtis, Tom	15
	Goll, Michela	56
	Gotschall, Matt	30
	Loss, Bob	12
	Nulton, Rachel	19
	Robinson, Kay	45
	Pivonka, Louis	68
	Pottorff, Steve	60
GOLF	Kinningham, Russ	33
HANDICAPPED	Clapsaddle, Alice	13
HIGH SCHOOL STUDENTS	Misegadis, Mary	97
HOME ECONOMICS	Clapsaddle, Alice	13
HPER	Bechard, Ray	05
	Tranbarger, Gary	53
INTERIOR DESIGN	Clapsaddle, Alice	13
JOURNALISM	Luthi, Lanara	35
MATHEMATICS	Robinson, Bill	20
	Schleif, Jean	43
- EDUCATION	Schleif, Jean	43
MEDICAL LAB TECHNOLOGY	Ball, Lois	58
	Bunselmeyer, Leonard	11
	Heidrick, Kathy	57
METEOROLOGY	Gabelmann, Dr. Gillian	64
MID-MANAGEMENT	Hedlund, Paul	10
MUSIC - INSTRUMENTAL		
- EDUCATION	Johnson, Lori	14
- VOCAL	Johnson, Lori	14
NANNY PROGRAM	Farmer, Raelene	44
OFFICE EDUCATION	White, Avalon	01
ORGAN	Downing, Virginia	17
PHILOSOPHY	Biays, Paul	07
PHYSICAL EDUCATION	Henderson, Ken	27
PHYSICAL SCIENCE	Gabelmann, Dr. Gillian	64
	Sheikh, Dr. Bahar	51

PIANO	Downing, Virginia	17
POLITICAL SCIENCE	Moorhous, Tom	40
PRE-DENTISTRY	David, Dr. Mentor	16
PRE-ENGINEERING	Gabelmann, Dr. Gillian	64
	Kottmann, Lou	34
	Robinson, Bill	20
PRE-FORESTRY	Gotschall, Matt	30
PRE-MORTUARY	Sheikh, Dr. Bahar	51
PRE-NURSING	Berg, Cheryl	36
	Glendenning, Brenda	22
	Haas, Sandy	25
	Homan, Karla	29
	Kottas, Kathy	69
	Murphy, Roma Lee	28
	Schmidt, Rita	08
PRE-MEDICINE	David, Dr. Mentor	16
PRE-OCCUPATIONAL THERAPY	Kottmann, Lou	34
	Frye, Letha	59
PRE-PHYSICAL THERAPY	Sheikh, Dr. Bahar	51
PRE-RESPIRATORY THERAPY	David, Dr. Mentor	16
PRE-VETERINARY SCIENCE	Pottorff, Steve	60
PSYCHOLOGY	Allen, Randy	74
	Bealer, Rick	04
RELIGION	Biays, Paul	07
SECRETARIAL SCIENCE	Clark, Mary Anne	38
	Foster, Greta	23
SOCIAL WORK	Kenyon, Gary	32
SOCIOLOGY	Moorhous, Tom	40
	Ness, Ellyn	70
SOFTBALL	Curtis, Tom	15
	Goll, Michela	56
SPECIAL EDUCATION	Barrows, Mary	65
	Clapsaddle, Alice	13

SPEECH	Loss, Bob	12
	Luthi, Lanara	35
	Nulton, Rachel	19
	Robinson, Kay	45
SPORTS ADMINISTRATION	Bechard, Ray	05
	Tranbarger, Gary	53
SPORTS MEDICINE	Henderson, Ken	27
TENNIS	Goll, Michela	56
TRACK - MEN'S/WOMEN'S	Goll, Michela	56
TRANSFORMATIONS	Bagshaw, Sherri	54
VOLLEYBALL	Kinningham, Russ	33
WILDLIFE MANAGEMENT	Gotschall, Matt	

LIST OF ADVISORS AND PROGRAMS

ADVISOR	NUMBER	PROGRAMS
ALLEN, Randy	74	psychology, general studies
BAGSHAW, Sherri	54	transformations
BALL, Lois	58	medical lab technology
BARROWS, Mary	65	special education, English
BEALER, Rick	04	psychology, general studies
BECHARD, Ray	05	HPER, sports administration
BERG, Cheryl	36	pre-nursing
BESTHORN, Bert	06	diesel technology, general studies
BIAYS, Paul	07	English, philosophy, religion
BROWN, Ruby	61	cosmetology
BUNSELMEYER, Leonard	11	medical lab technology (MLT)
CLARK, Mary Anne	38	secretarial science
CLAPSADDLE, Alice	13	child care, interior design, fashion merchandising, K-3 teaching, home economics, special education, early childhood, handicapped
CURTIS, Tom	15	computers, softball, general studies
DAVID, Mentor	16	pre-medicine, biology, pre-dentistry, pre-respiratory therapy
DOWNING, Virginia	17	organ, piano
DUDEK, Steve	18	art
DUNAVAN, Bob	39	economics, business administration, business transfer
FARMER, Raelene	44	child care, dietary assistant, 2 year vocational-nanny program
FOSTER, Greta	23	secretarial science
FRYE, Letha	59	pre-occupational therapy
GABELMANN, Gillian	64	physical science, meteorology, pre-engineering
GANSTROM, Linda	66	art education-elementary
GARDNER, Ted	24	English
GLENDENNING, Brenda	22	pre-nursing
GOERL, Stephannie	37	elementary education
GOLL, Michela	56	men and women's track, cross country, tennis, softball, women's basketball, general studies
GOODFELLOW, Rebecca	03	cosmetology
GOTSCHALL, Matt	30	agriculture, pre-forestry, wildlife management, general studies
GOTSCHALL, Michele	42	dietary management program
HAAS, Sandy	25	pre-nursing
HEDLUND, Paul	10	mid-management (2-year & transfer programs)
HEIDRICK, Kathy	57	medical lab technology
HENDERSON, Ken	27	sports medicine, physical education
HOMAN, Karla	29	pre-nursing
HONDERICK, Dick	46	computer electronics
HOWARD, Jane	31	accounting, business transfer
HUANG, Peter	50	computer science, computer information systems
JOHNSON, Lori	14	vocal music, music education

KENYON, Gary	32	counseling, social work
KINNINGHAM, Russ	33	men's basketball, volleyball, baseball, golf, athletes, general studies
KOTTAS, Kathy	69	pre-nursing
KOTTMANN, Lou	34	pre-engineering, pre-occupational therapy
KROM, Shelly	02	cosmetology
LAKE, David	98	fire science, EMT
LOSS, Bob	12	speech, drama, general studies
LUTHI, Lanara	35	journalism, speech
McCAFFERY, Linda	63	elementary education, anthropology
MISEGADIS, Mary	97	high school students, graduates
MOORHOUS, Tom	40	political science, sociology
MURPHY, Roma Lee	28	pre-nursing
NAIRN, Jim	41	business, business transfer
NESS, Ellyn	70	criminal justice, sociology
NULTON, Rachel	19	English, speech, communications, general studies
PIVONKA, Louis	68	general studies
POTTORFF, Steve	60	agriculture, pre-veterinary science, environmental studies, general studies
ROBINSON, Bill	20	math, engineering
ROBINSON, Kay	45	speech, general studies
ROUS, Terri	52	cosmetology
SHEIKH, Bahar	51	chemistry, physical science, pre-physical therapy, chemical engineering, pre-mortuary
SCHLEIF, Jean	43	mathematics, mathematics education
SCHLEVE, Dave	21	criminal justice
SCHMIDT, Rita	08	pre-nursing
SLOAN, Bruce	72	CIT
TRANBARGER, Gary	53	HPER, sports administration
WHITE, Avalon	01	office education, business transfer, accounting

LIST OF ADVISORS BY THEIR NUMBERS

#	ADVISOR	PROGRAMS
01	White, Avalon	office education, business transfer, accounting
02	Krom, Shelly	cosmetology
03	Goodfellow, Rebecca	cosmetology
04	Bealer, Rick	psychology, general studies
05	Bechard, Ray	HPER, sports administration
06	Besthorn, Bert	diesel technology, general studies
07	Blays, Paul	English, philosophy, religion
08	Schmidt, Rita	pre-nursing
09		
10	Hedlund, Paul	mid-management
11	Bunselmeyer, Leonard	medical lab technology (MLT)
12	Loss, Bob	speech, drama, general studies
13	Clapsaddle, Alice	child care, interior design, fashion merchandising, K-3 teaching, home economics, special education, early child hood, handicapped
14	Johnson, Lori	vocal music, music education
15	Curtis, Tom	computers, softball, general studies
16	David, Mentor	pre-medicine, biology, pre-dentistry, pre-respiratory therapy
17	Downing, Virginia	organ, piano
18	Dudek, Steve	art
19	Nulton, Rachel	English, speech, communications, general studies
20	Robinson, Bill	math, pre-engineering
21	Schleve, Dave	criminal justice
22	Glendenning, Brenda	pre-nursing
23	Foster, Greta	secretarial science
24	Gardner, Ted	English
25	Haas, Sandy	pre-nursing
27	Henderson, Ken	sports medicine, physical education
28	Murphy, Roma Lee	pre-nursing
29	Homan, Karla	pre-nursing
30	Gotschall, Matt	agriculture, pre-forestry, wildlife management, general studies
31	Howard, Jane	accounting, business transfer
32	Kenyon, Gary	counseling, social work
33	Kinningham, Russ	men's basketball, volleyball, baseball, golf, athletes, general studies
34	Kottmann, Lou	pre-engineering, pre-occupational therapy
35	Luthi, Lanara	journalism, speech
36	Berg, Cheryl	pre-nursing
37	Goerl, Stephannie	elementary education
38	Clark, Mary Anne	secretarial science
39	Dunavan, Bob	economics, business administration, business transfer
40	Moorhous, Tom	political science, sociology
41	Nairn, Jim	business, business transfer
42	Gotschall, Michele	dietary management program
43	Schleif, Jean	mathematics, mathematics education
44	Farmer, Raelene	child care, dietary assistant, 2 yr. vocational-nanny program
45	Robinson, Kay	speech, general studies
46	Honderick, Dick	computer electronics

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50	Huang, Peter	computer science, computer information systems
51	Sheikh, Bahar	chemistry, physical science, pre-physical therapy, chemical engineering, pre-mortuary
52	Rous, Terri	cosmetology
53	Tranbarger, Gary	HPER, sports administration
54	Bagshaw, Sherri	transformations
56	Goll, Michela	men's and women's track, cross country, tennis, softball, women's basketball, general studies
57	Heidrick, Kathy	medical lab technology
58	Ball, Lois	medical lab technology
59	Frye, Letha	pre-occupational therapy
60	Pottorff, Steve	agriculture, pre-veterinary science, environmental science, general studies
61	Brown, Ruby	cosmetology
62		
63	McCaffery, Linda	elementary education, anthropology
64	Gabelmann, Gillian	physical science, meteorology, pre-engineering
65	Barrows, Mary	special education, English
66	Ganstrom, Linda	art education - elementary
67		
68	Pivonka, Louis	general studies
69	Kottas, Kathy	pre-nursing
70	Ness, Ellyn	criminal justice, sociology
71		
72	Sloan, Bruce	CIT
73		
74	Allen, Randy	psychology, general studies
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97	Misegadis, Mary	high school students, graduates
98	Lake, David	fire science, EMT

GLOSSARY OF TERMS

ABE Adult Basic Education

ACT American College Testing

AFSA Application for financial aid (see "Financial Aid")

ASSET Assessment

Bulletin Listing of all classes offered during the semester, tuition and fees information, and enrollment information, published prior to each semester

CAE Center for Adult Education

CEED College Entrance Examination Board for advance placement

CIT Cooperative Internship Program

CLA Center for Learning Achievement, located in the north end of the library

CLEP College Level Examination Program

ECF Ellsworth Correctional Facilitiy

ESL English as a Second Language, foreign students whose native language is not English

FFS Family Financial Statement (see "Financial Aid")

FAFSA Free Application for Federal Student Aid (see "Financial Aid")

FULL-TIME Students enrolled in twelve (12) hours or more

GED General Education Development

GPA Grade Point Average: GPA is figured by dividing the total number of credit points by the total number of semester hours completed for which regular letter grades are given. For example:

A = 4 cr. pts. x 4 sem. hrs. = 16 grade points
B = 3 cr. pts. x 3 sem. hrs. = 9 " "
C = 2 cr. pts. x 5 sem. hrs. = 10 " "
D = 1 cr. pts. x 1 sem. hrs. = 1 " "

13 into 36 = 2.769 (GPA)

"InterCom" An informative bulletin of campus announcements and activities distributed weekly to each building, usually found near main doorways

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Interrobang Student newspaper

JTPA Job Training Partnership Act

LEAD Leadership, Education, and Action Against Drugs

LCMHF Larned Correctional Mental Health Facility

Non-traditional student A student who has been out of school for a number of years and wishes to return to school. They may hold a high school diploma, hold a GED certificate, or can show through ASSET testing the ability to benefit fromcollege level work.

NO.T.S.O. Non-Traditional Students Organization (see CLA)

PART-TIME Students enrolled in less than twelve (12) hours

Perkins/NDSL (see "Financial Aid")

PLUS/SLS (see "Financial Aid")

RSVP Retired Senior Volunteer Program

SAR Student Financial Aid Report (see "Financial Aid")

SAT Scholastic Assessment Test (formerly Scholastic Appitude Test)

SEOG Supplemental Educational Opportunity Grant (see "Finacial Aid")

SS Social Security number or student identification number

STUDENT ID # Student's social security number

TECH PREP a program for high school graduates emphasizies continuity and learning, context-based teaching, competency-based teaching, communication between learning institutions (high schools & post secondary institutions), completion of a program with an associate degree

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TELECOURSE - - see VIDEOCOURSE - -

TELENET a state-wide interactive audio education network offering coursework from

Kansas State University, Emporia State University and Fort Hays State University

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TITLE IV Title IV Student Support Services - - see description with "Center for Learning Achievement" section

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TOEFL Test of English as a Foreign Language

Traditional student a recent high school graduate

Transformations an 18 or 30 week, specialized program for individualswho want an opportunity to develop a broad base of skills needed for technical jobs. This preparatory program will help studentsmaster the basic skills for entry-level jobs or ready them for advance technical education leading to a degree at Barton County Community College.

VIDEOCOURSE students are issued a set of video cassettes which provide a comprehensive series of lecture programs professionally designed and prepared to meet the same course content as comparable classes on campus. Involving only minimal classroom attendance, college credit is earned through written assignments and examinations.

Workstudy Employment on campus determined by financial need (see "Financial Aid")

YPC Young People's College

Notes:

SAMPLE FORMS

SEMESTER
FALL ❑
SPRING ❑
SUMMER ❑ 19___

BARTON COUNTY COMMUNITY COLLEGE
Great Bend, Kansas 67530
(316) 792-2701

PLEASE PRINT AND PRESS HARD
❑ Outreach Enrollment _____ ADVISER
❑ Seminar Enrollment _____ ADVISER
❑ CIT Enrollment _____ EMPLOYER

Social Security Number _____

Name _____
Last Name First Name MI Maiden or other names

Legal Address _____
Number and Street City State & Zip Code

Date of Birth _____ Phone _____
Mo Day Year Area Code and Number

Notice of Non-Discrimination: It is the policy of Barton County Community College not to discriminate on the basis of race, color, national origin, sex, age or handicap in its educational programs, activities or employment practices in compliance with Title VI, Title IX or Section 504. Inquiries may be addressed to Mary H. Mazagaka, Ph.D., Dean of Student Affairs (BCCC) or U.S. Department of Education, Region VII, Office of Civil Rights, 10220 N. Executive Hills Blvd., Kansas City, Missouri 64153.

Sex: ❑ Male ❑ Female Race: (check one) ❑ White ❑ Asian or Pacific Islander ❑ Black/American
Are you a Kansas resident? ❑ Yes ❑ No ❑ Hispanic ❑ American Indian ❑ Non-Resident Alien
Date Kansas Residence Began _____ Legal County of Residence _____ Date County Residence Began _____
Previous Legal County of Residence _____ Previous Legal County Address _____
Number and Street City
High School from which you did or will graduate _____ Year _____
High School City State
GED Graduate ❑ Yes ❑ No Do you hold a College Degree? ❑ Yes ❑ No If yes, what type? _____

LIST ALL COLLEGES ATTENDED

School Name	City & State	Degree/Hours Earned
Barton County Community College	Great Bend, KS	

CLASSES

Dept. Course No. & Section	Course Title	Instructor	Day of Week	Hours of Credit

FIELD OF STUDY DECLARATION

I plan to transfer to a four-year college or university: ❑ Yes ❑ No
I am enrolled in: (Mark One) ❑ Certificate of completion program ❑ Two-year associate degree program ❑ Personal Development

I INTEND TO COMPLETE A PROGRAM OF STUDY IN: (SELECT ONE)

❑ Administration of Justice
❑ Adult Health Care Administration
❑ Agriculture
❑ Anthropology Cultural Studies
❑ Architecture (Pre)
❑ Art
❑ Automotive Technology
❑ Biological Science
❑ Business Computer Management
❑ Business Administration
❑ Chemistry
❑ Child Care and Guidance
❑ Chiropractic (Pre)
❑ Computer Electronics Technology
❑ Computer Information Systems
❑ Computer Science
❑ Cooperative Industrial Training (CIT)
❑ Cosmetology
❑ Cytotechnology (Pre)
❑ Dental Hygiene (Pre)
❑ Dentistry (Pre)
❑ Diesel Mechanics
❑ Dietetic Assistant
❑ Drafting Technology
❑ Drama
❑ Economics
❑ Education
❑ Electronics (Electricity)
❑ Emergency Medical Training
❑ Engineering (Pre)
❑ English
❑ Fashion Merchandising
❑ Fire Science Technology
❑ Foreign Language
❑ Forestry (Pre)
❑ Geology
❑ Hazardous Materials Management
❑ Health, Physical Education
❑ History
❑ Home Economics
❑ Interior Design
❑ **Job/Skills/Enrichment (**Not eligible for financial aid if selected)
❑ Journalism
❑ Law (Pre)
❑ Liberal Arts
❑ Mathematics
❑ Medical Laboratory Technician
❑ Medical Records Administration (Pre)
❑ Medicine (Pre)
❑ Mid-Management
❑ Mortuary Science (Pre)
❑ Music
❑ Nurse Aide\Medication Aide
❑ Nursing
❑ Occupational Therapy
❑ Office Education (Secretarial Technology)
❑ Optometry (Pre)
❑ Petroleum Technology
❑ Pharmacy (Pre)
❑ Philosophy and Religion
❑ Physical Science
❑ Physical Therapy (Pre)
❑ Physician Assistant (Pre)
❑ Physics
❑ Political Science
❑ Psychology
❑ Public Administration (Pre)
❑ Respiratory Therapy (Pre)
❑ Social Work
❑ Sociology
❑ Sports Administration
❑ Sports Medicine
❑ Speech Communications
❑ Veterinary Medicine (Pre)
❑ Welding Technology
❑ X-Ray Technology (Pre)

If you wish to have an adviser assigned to you, please contact the admissions office.

Signature _____ Date _____ Payment Method: _____
Applicant's Signature for Enrollment and Residence Certification

BEST COPY AVAILABLE

Barton County
Community College

Waiver Form

White Copy - Registrar
Yellow Copy - Advisor
Pink Copy - Student

Last Name, First, Middle Initial Social Security Number

Subject or Requirement to be waived: _____

_____

Reason: _____

_____

_____

☐ Approved
☐ Not Approved

_____
Dean of Instruction

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BARTON COUNTY COMMUNITY COLLEGE
ACADEMIC ADVISEMENT
REFUSAL FORM

I _____ have been advised by _____

to enroll in the following course(s):

_____

_____

_____

for my program of study or as a result of my assessment scores. I choose not to follow the advice of my advisor, understanding that my chances of academic success may be diminished.

Name _____

Social Security Number _____

Date _____

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[redacted] Barton County Community College [redacted]

[redacted] [redacted] [redacted]

A. BACKGROUND: [redacted] born 5//70//2; HS grades C to B-; diploma, 1989; Great Bend High School; 00 quarter and 00 semester credits after high school; have not attended after H.S.; [000] not a veteran; English is first language.

B. PLANS: program/major-Aviation (fairly sure); Enroll Fall, 19 0, 17 credits, day/evening classes; planning 4 yr degree; undecided about transfer; (Other); attending to learn new job skills; plans certif or diploma; work 21-30 hrs/wk; expects grades of C to B-. Info is released.

C. HELP REQUESTED CAMPUS RESOURCES RECOMMENDED

Financial Aid	Y	Finan Aid Office, Library, 792-2701 ext. 270
Study Skills	M	Learning Center, Library (North), 792-2701, ext. 163

D. Barton Co Comm College Faculty Course Placement Recommendations

MEASURE	SCORE	COURSES AND ADDITIONAL SUGGESTIONS:
Reading Skills	15	1108 Reading Improvement Required; Enrollment in approved courses only.
Language Usage	47	1204 English Composition I or Business Communications
Numerical Skills	17	1811 Preparatory Math Required.
Intermediate Algebra	14	Decision Zone: Discuss course selection with your advisor.
College Algebra	11	Use score from Intermediate Algebra Assessment for course selection.

E. FOR ADDITIONAL QUESTIONS AND ASSISTANCE:
For help with your career goal, or program of study, we strongly recommend that you make an appointment early in the term, with a counselor/advisor in the Student Affairs Center, Library, 792-2701, ext. 227. We can help you identify your goals and build plans for attaining them.

F. LOCAL ITEMS: 1.A 2.B 3.A 5.C 6.D 7.B 8.A 9.A 10.C 11.C 13.20 14.00

G. 47, 141 Schrepel, Technical 134

Welcome to Barton County Community College. If you need assistance with any aspect of college life, please contact someone in Student Affairs located in the north section of the Library. Your success is our goal.

Please keep this copy with you for use in advising/counseling discussions.
Copyright 1986 by The American College Testing Program; All rights reserved
ASSET Student Advising Report

ASSET STUDENT PRINTOUT EXPLANATION
FALL, 1991

Each student assessed will have a printout.

Section A provides background information about the student.

Section B provides information about the student's educational plans and also information about his employment which is important when deciding number of hours and type of courses.

Section C shows the areas where the student requests help. Be sure to send the student to the proper person.

Section D provides course placement information. The enclosed brochure shows cut-off scores and decision zones. On math scores, work from the bottom up to achieve the correct placement **unless the Numerical Skills Assessment message is Preparatory Math.** If so, **the student must take that course.** If a student falls into a decision zone, find out martial status, number and ages of children, and employment responsibilities to assist student to make proper decision.

Section F provides information which we at BCCC requested. The enclosed handout lists the questions we asked. If the student indicated an interest in intramurals, for example, assist him with sign-up procedures.

Section G is advisor information.

CHANGE OF SOCIAL SECURITY NUMBER

BARTON COUNTY COMMUNITY COLLEGE

Name of Student _____

Social Security Number:

From: _____

To: _____

Change Made By _____
Registrar's Office

_____
Date

White Copy-Business Office
Pink Copy-Housing Office
Canary Copy-Computer Center
Gold Copy-Registrar's Office

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Semester_____
Year_____

CLASS SCHEDULE

Student Name_____

TIME	MONDAY/WEDNESDAY	TUESDAY/THURSDAY	FRIDAY
7:30 to 8:35	Course No: Section No: Course Title: Hours: Professor: Room:	Course No: Section No: Course Title: Hours: Professor: Room:	MW TT
8:45 to 9:50	Course No: Section No: Course Title: Hours: Professor: Room:	Course No: Section No: Course Title: Hours: Professor: Room:	MW TT
10:00 to 11:05	Course No: Section No: Course Title: Hours: Professor: Room:	Course No: Section No: Course Title: Hours: Professor: Room:	MW TT
11:15 to 12:20	Course No: Section No: Course Title: Hours: Professor: Room:	Course No: Section No: Course Title: Hours: Professor: Room:	MW TT
12:30 to 1:35	Course No: Section No: Course Title: Hours: Professor: Room:	Course No: Section No: Course Title: Hours: Professor: Room:	MW TT
1:45 to 2:50	Course No: Section No: Course Title: Hours: Professor: Room:	Course No: Section No: Course Title: Hours: Professor: Room:	MW TT

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SCHEDULE CHANGE
Barton County Community College

SEMESTER Fall ( )
Spring ( ) 19___
Summer ( )

Date _____

Social Security Number_____

Name _____
Last First Middle

_____
Student's Signature

AFTER MEETING WITH ADVISOR,
STUDENT MUST TAKE THIS FORM TO THE RECORDS OFFICE.

I recommend these changes in the student's schedule:

_____
Signature of Advisor

DROP THE FOLLOWING:

Course ID	Course Title	Credit Hrs.	Instructor	For Instructor Use Only Before 20th Day (DR) After 20th Day (W)

ADD THE FOLLOWING:

Course ID	Course Title	Credit Hrs.	Instructor	Time	Room	Day

_____
Registrar's Office

Refund _____

BEST COPY AVAILABLE

White - Registrar's Office
Yellow - New Advisor
Pink - Admissions/Assessment
Gold - Former Advisor

Date _____

By _____

CHANGE OF ADVISOR/MAJOR FORM

Student's Name _____ Social Security Number _____

Please change my major to _____

Please change my advisor from _____ to

_____ for the following reason:

_____

_____

Approved by _____ (Assigned Advisor)

Approved by _____ (Requested Advisor)

THIS FORM MUST BE PRESENTED TO THE REGISTRAR'S OFFICE

8/92

Date_____

By_____

CHANGE OF ADDRESS

Student's Name (last) _____ (first) _____ (middle initial)_____

Social Security No. _____

☐ Student Currently Enrolled ☐ Attended Previous Semester ☐ Student Last Enrolled (term)_____ (year)_____

****

Phone Number (_____) _____-_____ Home County (_____) _____

Street Address _____ City _____

State_____ Zip _____

☐ Change Present School Address

☐ Change Home Address

☐ Change **Both** Present School Address and Home Address

BCCC TUTORING REFERRAL FORM
Return to JAN FELTON
CENTER FOR LEARNING ACHIEVEMENT

STUDENT NAME:

REFERRED BY: Instructor:
Phone ext.:
Class:
Department:

HAS THE STUDENT BEEN INFORMED OF THIS REFERRAL? ___YES ___NO

INSTRUCTOR'S CONCERN: (Please be specific; indicate missing assignments, upcoming tests or assignments, anything that will assist the tutor in working with the student.)

Please mail work sheets, class schedule/syllubus, or any additional materials that will be helpful to the tutor to Jan Felton, Center for Learning Achievement.

Do not write below this line:

For Tutor Referral Service Use Only:

Referred to:

_____ Title IV Support Services Program Tutor
- _____ Nellene
- _____ Nancy
- _____ Larkin

_____ Center for Learning Achievement Tutor
- _____ Math
- _____ Accounting
- _____ English
- _____ Science

_____ Developmental Coordinator

_____ Technical Education Specialist

_____ SI Leader: Class: _____

TUTOR COMMENTS/PLAN OF ACTION:

FINAL EXAMINATION SCHEDULE

MONDAY/FIRST DAY

Class Times			Test Time
Classes meeting.....	7:30	MWF/MW/orMTWRF	7:30 - 9:00
Classes meeting.....	10:00	MWF/MW/orMTWRF	9:30 -11:00
	10:10	MWF/MW/orMTWRF	
Classes meeting.....	11:15	MWF/MW/orMTWRF	11:30 - 1:00
Classes meeting.....	12:30	MWF/MW/orMTWRF	1:30 - 3:00
	12:45	MWF/MW/orMTWRF	
	12:50	MWF/MW/orMTWRF	
	1:15	MWF/MW/orMTWRF	
Classes meeting.....	2:30	MWF/MW/orMTWRF	3:15 - 4:45
	3:00	MWF/MW/orMTWRF	
	3:45	MWF/MW/orMTWRF	

TUESDAY/SECOND DAY

Class Times			Test Time
Classes meeting.....	7:30	TR or TRF	7:30 - 9:00
Classes meeting.....	10:00	TR or TRF	9:30 -11:00
	10:10	TR or TRF	
Classes meeting.....	11:15	TR or TRF	11:30 - 1:00
Classes meeting.....	12:30	TR or TRF	1:30 - 3:00
	12:45	TR or TRF	
	12:50	TR or TRF	
	1:15	TR or TRF	
Classes meeting.....	2:30	TR or TRF	3:15 - 4:45
	3:45	TR or TRF	

WEDNESDAY/THIRD DAY

Class Times			Test Time
Classes meeting.....	8:45	TRF/TR/orMTWRF	8:00 - 9:30
Classes meeting.....	8:45	MWF or MW	10:00 - 11:30
Classes meeting.....	1:30	MWF/MW/orMTWRF	12:30 - 2:00
	1:35	MWF/MW/orMTWRF	
	1:45	MWF/MW/orMTWRF	
Classes meeting.....	1:30	TR or TRF	2:30 - 4:00
	1:35	TR or TRF	
	1:45	TR or TRF	

THURSDAY/FOURTH DAY

Make-up day for students who have received permission to reschedule their final examinations from their regularly scheduled date and time.

FEB 10 1993

Barton County Community College

APPLICATION FOR GRADUATION

Barton County Community College offers the following degrees:

Associate in Arts Degree
Associate in Science Degree
Associate in Applied Science Degree
Associate in General Studies Degree

Degrees are awarded upon completion of a planned program of not less than sixty-four (64) college credit hours with a minimum grade point average of 2.00. All college hours attempted by students will be counted to determine their grade point averages. All students wishing to graduate must submit an Application for Graduation to the Registrar's Office.

All graduating students will be expected to participate in the graduation exercises unless excused by the Dean of Academic Affairs. The request to be excused from the graduation exercises must be in writing. No student will be allowed to participate in the graduation exercises without a cap and gown as sanctioned by the college.

Name _____

I.D. Number _____

Major Field of Study _____

Type of Degree _____

Date of Graduation _____
(Semester) **(Year)**

Address Where Diploma is to be Sent:

_____

_____

_____

_____

To my knowledge I have fulfilled all graduation requirements as stated on this application and the attached degree audit transcript.

_____
Typed or Printed Name of Student

_____
I.D. Number

_____
Signature of Student

I recommend this student as a candidate for graduation with an **Associate in** _____ **Degree.**

_____
Adviser's Signature

Be sure your Degree Audit Transcript is attached. 31

CAMPUS RESOURCES

NEED INFORMATION ABOUT:	CONTACT:
ABE/GED	(793-5794)
ACADEMIC AFFAIRS	Dr. Paul Maneth, Dean of Academic Affairs (x303) Kathleen McCarty, Administrative Assistant (x304) Dr. Daun Anderson, Dean for Technical Instruction (x277) Gerri West, Secretary for Dean for Technical Instruction (x276)
ACADEMIC EXCELLENGE CHALLENGE	- - see HONORS - -
ACT	- - see TESTING - -
ACTIVITIES & ORGANIZATIONS	Coordinator (x227)
ADMISSIONS	Rosalie Pennington, Director of Admissions & Records (x216) Lori Crowther, Coordinator of Admissions (x241) Tami Huck, Receptionist (x271) Lisa Noll, Counselor (x280) Louis Pivonka, Placement & Career Counselor (x344)
AEC	- - see HONORS - -
ALLIED HEALTH	- - see NATURAL SCIENCE DIV. - -

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ASSESSMENT CENTER

Coordinator (x363)
Debbie Diercks, Aide (x101)

ASSET

- - see TESTING - -

ATHLETICS

Raymond Bechard, Volleyball (x374)
Randy Cole, Track (x370)
Tom Curtis, Softball (x248)
Dana Foss, Admistrative Assistant to
    Athletic Director (x377)
Michela Goll (x265)
    Both track teams
    Both cross country teams
    Both tennis teams
    Softball
    Women's basketball
    Volleyball
Steve Gotsche (x377)
Ken Henderson (x371)
    Athletic trainers
Russ Kinningham (x379)
    Men's basketball
    Baseball
    Golf
Rick Long (x262)
Jerry McCarty, Athletic Director (x378)
Dan McGovern, Basketball (x375)
Randy Moyer, Men's Tennis
Curtis Thompson, Women's Tennis (x248)
Debbie Warren (x311)
    Danceline
    Cougarettes
    Cheerleaders
    Yell leaders
Mike Warren, Baseball (x373)
Donald Yentes (x288)

BOOKSTORE

Connie Kerns (x273)
Nancy Jenisch (x229)

BUSINESS OFFICE

Marian Beck (X316)
Marva Jo Bell, Accounts Payable
Clerk (x314)

	Deana Brandenberg (x315) Linda Haberman, Coordinator of Business Operations (x319) Julie Knoblich (x206) Wilma Larson (x359)
BUSINESS/SOCIAL SCIENCES DIV.	Jim Nairn, Chairperson (x201) Sonja Wagner, Secretary (x200) Randy Allen (x284) Rick Bealer (x205) Stephanie Brantley (x126) Tom Curtis (x248) Robert Dunavan (x238) Paul Hedlund (x204) Jane Howard (x208) Gary Kenyon (x209) Linda McCaffery (x251) Tom Moorhous (x389) Ellyn Ness (x291) David Schleve (x299) Gary Tranbarger (x376) Avalon White (x203)
CEED	- - see TESTING - -
CENTER FOR LEARNING ACHIEVEMENT (CLA)	Jan Felton, Director (x240) - - see TITLE IV - -
CENTER FOR ADULT EDUCATION	(793-5794) Jamee Dannebohm, Elizabeth Gunn, ESL (793-5794) Billie Robinson-Perry, Tutor
CHILD DEVELOPMENT CENTER	Raelene Farmer, Director (x360) Larissa Gerritzen (x360) Theresa Heinrich (x360)
CIT	Bruce Sloan (x115)

CLEP	- - see TESTING - -
COMPUTER SERVICES	Secretary (x346) Jim Graham, Director (x345) Dave Hill, Programer/analyst (x246) Dick Honderick, Computer electronics (x358) Charles Perkins (x245)
CONTINUTING EDUCATION	Marvin Bahr, Associate Dean for Continuing Education (x115) David Lake, Director (x115) Jan Bonine, SWKNP (x115) Gayle Edwards, Director L.E.A.D. Project (x115) Jean Flagor (x115) Kim Hoffman (x115) Lois Johnson (x115) Lorna McFarren (x115) Fawnia Miller, Secretary (x115) Dr. James Ness, Coordinator Administration of Justice (x115) Bruce Sloan (x115)
CURRICULUM SPECIALIST	Sherri Bagshaw (x225) Timothy Lednicky (x312)
DEVELOPMENTAL PROGRAMS	- - see CLA - -
DRUG PREVENTION	Dale Peier, Special Ass't. to the President (x282) Gayle Edwards, Director L.E.A.D. Project (x115) Mark Breches, Specialist (x115) Cynthia Luxem, Specialist (x115)
ECF	Ronald Pickard, Education Director (913-472-5501) David Gummert Lyman Hansen

	Frank Herrman Gary Kohlasch Theresa Kyler Wade Morris Beverly Pruitt Ellen Russell Fred Scott
ELDERCARE	Lorna McFarren, Coalition Coordinator (x115) Jan Bonine (x115)
EMPLOYMENT	Ruth Bealer, Coordinator of Personnel (x275) Pat Haberman Kathie Armstrong
EVENING DIVISION	Pat Bauman, Director of Evening Division (x386)
FIFTIES PLUS (50's +)	Brenda Hoffman (x298)
FINANCIAL AID	Beth Foster, Coordinator (x394) Myrna Perkins, Counselor (x270) Shellie Thill, Counselor (x268)
FINE ARTS	- - see HUMANITIES/FINE ARTS - -
GENDER EQUITY	Craig Bagshaw, Coordinator (x296)
GRANTS (student)	- - see FINANCIAL AID - -
HANDICAPPED SERVICES	Jan Felton, CLA Director (x240) Paul Tschopp, Director of Maintenance (x339)

HONOR PROGRAMS	Mary Barrows, Phi Theta Kappa (x269) Stephannie Goerl, Phi Theta Kappa (x261) Rachel Nulton, Academic Excellence Challenge (x218)
HOUSING	James Ireland, Assistant (x272) Bill Murry, Director (x228)
HUMANITIES/FINE ARTS DIV.	Ted Gardner, Chairperson (x383) Evelyn Appel, Secretary (x391) Mary Barrows (x269) Paul Biays (x202) Virginia Downing (x384) Steve Dudek (x388/x260) Linda Ganstrom (x387) Glenna Gaunt (x396) Stephannie Goerl (x261) Lori Johnson (x395) Bob Loss (x382) Lanara Luthi (x239) Rachel Nulton (x218) Kay Robinson (x385)
INTERNATIONAL STUDENTS	Lori Crowther (x241) Louis Pivonka (x344)
JOBS	- - see EMPLOYMENT - -
JTPA	Jamee Dannebohm, Coordinator (x115)
KANSAS NEWMAN	Diane Richards (x110)
LCMHF	Karen Wood (285-6249) Betty Edmission Brenda Gross Xyla Johnson

LEAD	Gayle Edwards, Director (x115)
LOANS	- - see FINANCIAL AID - -
NATURAL SCIENCE/ALLIED HEALTH	Lou Kottman, Chairperson (x333) Lou Jean Wolff, Secretary (x329) Cheryl Berg (x353) Leonard Bunselmeyer (x325) Dr. Mentor David (x331) Letha Frye (x368) Dr. Gillian Gabelmann (x320) Brenda Glendenning (x264) Sandra Hass (x350) Kathy Heidrick (x211) Karla Homan (x355) Peter Huang (x347) Tim Kimmel Kathy Kottas (x356) Roma Lee Murphy (x220) Bill Robinson (x334) Jean Schleif (x348) Rita Schmidt (x351) Dr. Bahar Sheikh (x330)
NURSE	- - see STUDENT HEALTH - -
ORGANIZATIONS	- - see ACTIVITIES - -
ORIENTATION	Dr. Mary Misegadis (x226)
OUTREACH SERVICES	Jerry Minix, Coordinator (x285) Janet Kirmer, Secretary (x213)
PHI THETA KAPPA	- - see HONORS - -

PRESIDENT'S OFFICE	Dr. Jimmie Downing, President (x301) Dale Peier, Special Assistant to President (x282) Jeanne Blinn, Assistant to President (x302) Marilyn Beary, Secretary (x313) Wanda Madden, Secretary (x263)
REGISTRAR	Rosalie Pennington, Director of Admissions & Records (x216) Tracy Beary, Secretary (x215) Lois Dean, Secretary (x212) Lynn Schneider, Secretary (x252) Jeanette Allen (x328 or x112) Marlene Clayton (x279)
R.S.V.P.	Mary Lou Warren, Director (792-1614)
SAT	- - see TESTING - -
SEMINARS	Elaine Simmons, Coordinator (x214) Kim Kummer, Secretary (x278)
SOCIAL SCIENCE DIVISION	- - see BUSINESS/SOCIAL SCIENCE - -
STUDENT AFFAIRS OFFICE	Dr. Mary Misegadis, Dean of Student Affairs (x226) Diane Beck, secretary (x327)
STUDENT HEALTH	Joleen Tustin, School Nurse (x233)
SUMMER	Pat Bauman, Director, Summer School (x386) Janet Kirmer, Secretary, (x213)

TECHNICAL EDUCATION DIV.	Mary Ann Clark, Chairperson (x210) Renetta Furrow, Secretary (x358) Bert Besthorn (x337) Stephannie Brantley (x126) Ruby Brown (792-5231/792-5232) Alice Clapsaddle (x349) Raelene Farmer, Director (x360) Greta Foster (x398) Rebecca Goodfellow (792-5231/ 792-5232) Matthew Gotschall (x321) Michele Gotschall (x360) Theresa Heinrich (x360) Dick Honderick (x358) Shelly Krom (792-5231/792-5232) Pam Mayers (x126) Rory Perrodin Steve Pottorff (x207) Terri Rous (792-5231/792-5232) Blakely Williford (x292)
TECHNICAL INSTRUCTION	Dr. Daun Anderson, Dean for Technical Instruction (x277) Gerri West, Secretary for Dean for Technical Instruction (x276)
TECH PREP	Timothy Lednicky (x312)
TELECOURSE	- - see VIDEOCOURSE - -
TESTING	Coordinator of Assessment (x363)
TITLE IV **(STUDENT SUPPORT SERVICES)**	Larkin Birdow, Tutor (x243) Nancy Wellman, Math/Computer Paraprofessional (x107) Carol Dellinger, Counselor (x295) Lisa Reed, Counselor (x267) Nellene Kenyon, Instructional Specialist (x107) Sande Yentes, Director (x322) - - see also CLA - -

TOEFL	- - see TESTING - -
TRANSCRIPTS	Lois Dean (x212)
TRANSFORMATIONS	Dr. Daun Anderson, (x277) Sherri Bagshaw, Coordinator (x225)
TUTORS	Donna Barleen (x107) Larkin Birdow, Title IV Tutor (x243)
VETERANS	Jeanette Allen (x328/x112)
VIDEOCOURSE	Brenda Hoffman (x213)
WORKSTUDY	- - see FINANCIAL AID - -
YOUNG PEOPLE'S COLLEGE	Coordinator of Young People's College & Activities (x227)

NOTES: